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ABSTRACT

This monograph reports the results of a study conducted to make a comprehensive assessment of the inservice training needs of public and private two-year colleges in the northeastern United States and Ohio. A questionnaire was sent to the chief executive officer of 294 two-year colleges to gather information on degree of need for specific areas of staff development and to elicit respondent opinion on the most desirable sites, times, modes of presentation, and costs of such programs. Of the 207 returns received (70%), only 21 (7%) were unusable. The chi-square test was utilized in the data analysis to determine significant differences on dimensions of type of control and size. Results indicated that the colleges surveyed had definite staff development needs in three areas: needs related to the unique role of community colleges, needs related to instruction, and needs of administrative staff. Specific needs in these areas are listed and discussed as are findings and conclusions regarding the logistics of staff development programs. Data resulting from the study are presented in extensive tables and figures, and the survey instrument is appended. (JDS)

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An Assessment of Community College Staff Development Needs in the Northeastern United States

James O. Hammons
and Terry H. Smith Wallace

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1/INTRODUCTION

Staff Development: A New Community College Priority

Over the last decade, community college staff development has grown from a second-, perhaps third-, rate concern to a first rank priority on many two-year campuses. Workshops, seminars, degree and nondegree university programs, and conferences directed toward community college faculty and staff have multiplied significantly. Likewise, the literature of staff development, particularly inservice education, has burgeoned from a paltry handful of documents before 1967 to the sizeable and continually increasing body of articles, monographs, dissertations, and books recently catalogued by Wallace (1975) and Tirrell (1976).

The reasons for this increased interest in staff development are several.

First, community colleges have never had staffs trained specifically to meet the special problems of their students. The boom in community colleges in the 1960s, combined with the scarcity of preservice graduate programs and the then prevalent shortage of teaching professionals, prevented the amelioration of this problem. Further, high employment mobility and staff turnover undercut the need for inservice education, for it often seemed easier to search for qualified staff than to retread those already hired. However, the end of the educational boom, a decline in growth rates, a glutted job market, and the low staff turnover of the 1970s made staff development imperative. Most two-year colleges are discovering or have discovered that those partially prepared professionals hired during the heyday of expansion are the very staff who will fulfill, or not fulfill, the institutional missions of the next two decades.

A second factor urging staff development is the very nature of the community college. Even if institutions have been able to procure faculty and administrators with desired qualifications or to retrain their existing staff, the demands of new clienteles require new staff competencies, particularly in instruction. Staff development needs growing out of the demands of new clienteles are augmented by the development in the last two decades of a technology of instruction, including hardware and software. Most faculty members are unaware of the developments of "systems," P.S.I., audio-tutorial,

cognitive mapping, human potential training, tape cassettes, and, now, video discs or their potential to improve instruction.

Finally, faculty and administrators are faced with the need to adapt to the idea of change itself as the new status quo – an adaptation that demands major adjustments in attitudes, values, and perspective.

Fortunately, most faculty increasingly recognize that they have training needs, and they express a willingness and desire to participate in viable faculty development programs.

Previous Needs Assessments

The need to assess the specific demand among community colleges for staff development has led to a number of important surveys, generally national in scope. The first, a dissertation by J. R. Samlin (1967), surveyed 403 public community colleges to determine the scope of inservice education efforts. Then, in 1969, the American Association of Junior Colleges, in an attempt to delineate major areas of training demand, supply, and deficiency, conducted its first major national survey. By 1972, the growth of preservice and inservice education efforts had reached such proportions that a major effort was undertaken by O'Banion (1972) for the President's Advisory Council for Education Professions Development. O'Banion outlined current efforts in community college staff development and recommended programs designed to meet the various needs of staff, primarily faculty. His report, *Teachers for Tomorrow: Staff Development in the Community-Junior College*, has been very important in identifying needs and stimulating demand for preservice and inservice education. However, it was, as O'Banion notes (1972, p.vi), "only a first step toward the development of specific programs with specific recommendations for funding by appropriate agencies." The year following O'Banion's report, AACJC updated its previous study with a new effort designed to determine staff development needs, the state of current community-junior college inservice programs, and the role the Association should play in meeting the needs identified. Though results were obtained from 697 institutions, problems in reporting the data seriously reduced the value of the resulting report.

Despite these substantial efforts over the last eight years in determining the specific requirements for staff development, a major

need for assessment still exists. New needs are continually emerging as community colleges change to meet demands of their communities (e.g., the current emphasis on community service and the needs of older Americans). In fact, the necessity for periodic assessments of inservice needs was one of the major recommendations of the 1973 Assembly of the AACJC on "Educational Opportunity for All: New Staff for New Students," a conference devoted to the issues, problems, programs, and progress of staff development. It underlined the need for more data on the specific needs for inservice training. It called for more surveys on a continuing basis to identify common and recurring needs, to make viable funding decisions, and to do substantive long-range planning (Yarrington 1974, p.146).

Of the several studies that have been made up to this point, none have yielded data about the nature of *regional* staff development needs, nor the possible differences between the demand for inservice training in public versus private two-year colleges or in small, medium, and large institutions. Thus, while the national studies noted above have broken important ground, much remains to be ascertained.

Purpose of the Study

The purpose of the present study was to make a comprehensive assessment of the inservice needs in a relatively limited area: the northeastern United States. All of the states in the New England and Middle State Accrediting Regions are included plus one, Ohio, from the North Central Region. Two corollary questions were asked. First, what differences, if any, exist in the staff development needs by type of control (public versus private two-year colleges)? Second, what differences, if any, exist by size? In answering these questions, this survey probably represents the most comprehensive regional study of inservice needs to date. It is hoped that, in addition to aiding community college leaders in marking the evolution and gauging the trends of staff development, it will serve as a useful guide for future researchers.

The survey is intended basically to provide information on inservice training need, rather than on preservice preparation of new professionals. The major reason for this limitation has already been mentioned: the shift on most community college campuses away

from the need to assimilate large numbers of new personnel to the necessity of refreshing and updating a relatively stable staff.

Methodology

The Sample

To collect the data, a questionnaire was sent to the president or chief executive officer of each of the 294 two-year colleges[1] in the northern states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and West Virginia (see Table 1). The questionnaire was sent to first-line administrative personnel rather than a sample of faculty or other administrators because of the acknowledged strong influence of these individuals on the direction of community college administrative and instructional policies and efforts, and the especially critical implications of presidential backing or lack of it for staff development programs. Furthermore, previous AACJC surveys also targeted chief executives as respondents in their investigations and the present authors wanted comparable data. Of the 207 returns received (slightly over 70 percent), only 21 (7 percent) were unusable. Of the respondents, 54 (29 percent) identified themselves as the chief executive of the campus; 128 (69 percent) indicated positions ranging from dean of academic affairs to dean of student affairs, from director of institutional research to educational development officer. Only 2 percent failed to identify their place in the administrative structure.

A breakdown of the respondents by type of institutional control and by size of student body served is further instructive. One hundred forty-nine public two-year colleges returned the questionnaire, in contrast to 37 private campuses. (Small, private liberal arts colleges tended to be predominant among nonrespondents.) The majority of schools responding were small: some 111 (60 percent) had enrollments not exceeding 1,499 full-time students; 30 (16 percent) served student bodies numbering 1,500 to 2,500; 25 (about 13 percent) had 2,501-5,000 students; and 20 (about 11 percent) indicated enrollments of over 5,000 full-time students.

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[1] As listed in the *1973 Community and Junior College Directory.*

The Survey Instrument

The survey instrument used in the present study was prepared with support from a number of sources. The initial instrument was developed from knowledge of other surveys used for similar purposes, from knowledge of instruments being prepared around the nation, and from the background of the authors in the field of staff development. It was then pilot-tested in a group of Pennsylvania community colleges and needed revisions were made. The revised instrument was reviewed by members of the Center for the Study of Higher Education of The Pennsylvania State University. One further mailing was made to individuals in several states for a final pilot test and round of suggestions for revision before the survey (see Appendix C) was conducted.

In final form, the instrument consisted of four sections. The first was designed to delineate the need for staff development related to the unique role of the community college. The second section deals with the determination of staff development needs related to instructional activities. Potential deficiencies in 26 important instructional areas were investigated here – ranging from writing behavioral objectives to applying research findings on teaching/learning, from developing programs for disadvantaged students to solving problems related to managing individualized instruction. A third section was devoted to determining the staff development needs of a community college constituency, a group whose inservice requirements have not received significant attention in surveys up to this point: the administration. The fourth and final section of this study ascertained the desired conditions for staff development programs. It asked for responses to such concerns as the most preferable site for inservice education, the furthest distance staff would normally travel off campus, the most convenient times for workshop activities, etc. Thus, the survey attempted to ascertain not only what inservice education needs exist, but where, when, and how those questioned would like to see them resolved.

Data Analysis

On the first three sections of the instrument, respondents were requested to indicate their staff development requirements by rating each area of potential need on the following scale:

Not familiar with item	Staff abilities acceptable at present	We need *some* assistance	Critical need for us at present	Not Applicable to us

The general response thus gleaned was cross-tabulated and analyzed. Then a chi-square analysis was conducted to determine significant differences by type of control and by size (1-1,499 student FTE, 1,500-2,500, 2,501-5,000, 5,001-up). In an attempt to determine if certain categories of colleges (e.g., private institutions between 1-1,499 FTE, or public of 2,501-5,000) showed proportionally greater need, a cross-tabulation and chi-square analysis by type of control (public or private) and size was run. Although small private colleges were found to be expressing a proportionally greater need, a close examination of the private college *n* showed it to be too small to support viable conclusions. Therefore, this latter analysis has been eliminated from the data analysis.

Section four of the instrument was designed to elicit, through a series of multiple choice items, respondent opinions on the most desirable sites, times, forms, and costs of staff development programs. Finally, provision was made on appropriate items in each section, including the fourth, for write-in responses.

2/SURVEY RESULTS

Staff Development Needs Related to the Unique Role of the Community College

General Responses

During the mid and late 1960s, the education of faculty, especially new faculty, in the unique role of the community college was a major concern. Fifty-five to 60 percent of the administrators responding to the 1967 AAJC survey, *Inservice Training for Two-Year College Faculty and Staff*, indicated need for staff development related to the philosophy, history, goals, students, community needs, and relations of the two year college. Reflected in this response was the struggle by most community colleges during the boom years of educational expansion to assimilate large numbers of new staff from such diverse backgrounds as business and industry, secondary schools, and four-year colleges and universities.

However, in the mid-1970s, the picture appears to have changed: Respondents to the present survey indicated (see Table 2) a significantly reduced concern for inservice training on almost all of the special roles two-year colleges attempt to fill. Only one area – knowledge about the purpose of the community college in remedial and developmental programs – appeared deficient to the majority of respondents. On this item, 58 percent noted "some" or "critical" need; 41 percent, "some assistance"; and 17 percent, "critical need." This singularly strong response perhaps reflects the continuing struggle of two-year colleges in particular and higher education in general with one of their most obstreperous, complex, and frustrating problems: resolving the learning problems of the disadvantaged student.

Staff knowledge of the other purposes community colleges serve was considered "acceptable" by the majority of those surveyed. Sixty-nine percent were satisfied with staff background in general education; 67 percent in transfer education; 57 percent in vocational-technical education; 52 percent in adult and continuing education; and 50 percent in community service.

This is not to say that no sizeable demand for inservice training remains in several of these areas. For instance, 39 percent indicated some need for assistance in upgrading their personnel in the

area of community service. Likewise, 37 and 30 percent, respectively, expressed needs on the subjects of adult-continuing, and vocational-technical education. Similarly, while a majority (53 and 56 percent, respectively) of those surveyed suggested their personnel were reasonably acquainted with the characteristics and needs of community college students and the special necessity of guidance and counseling services, strong minorities again noted deficiencies. A significant 39 percent were dissatisfied with faculty understanding of the student clientele. Of like import was the response by 38 percent indicating a lack of recognition by many two-year college teachers of the serious need for guidance and counseling. The fact that such sizeable minorities exist suggests the presence of a more serious deficiency than the figures seem to indicate at first glance. If significant numbers of faculty fail to understand the characteristics and needs of those they are to serve, they may critically cripple, perhaps even destroy, the institution's attempt to fulfill its mission as the "college of the people."

Though there appears to be some significant concern over staff understanding of the multiple purposes and special clientele community colleges serve, the same is not true in regard to the historical role of the two-year college in American higher education and the purpose for and implications of the open-door philosophy. Only 22 percent needed assistance in upgrading staff background on community college history, and a mere five respondents (3 percent) termed that need critical. A slightly greater deficiency was indicated in faculty understanding of the open-door philosophy. Fifty respondents (27 percent) indicated need – 7 percent suggesting the demand was critical.

Finally, respondents were asked if there were any other staff development needs in this general area not covered by the questions of the survey. Only 6 percent made further suggestions. Their answers reflect the new directions and special clienteles that community colleges are being called upon to serve. One indicated a need for greater faculty understanding of the importance of needs assessment. Others voiced a concern for more staff background in life-long learning, in community and cooperative education, and in utilizing the resources of a city. Two institutions appeared to be struggling with staff understanding of the two-year college's educational purpose as it related to vocational-technical high schools and to senior citizens. Certainly, these responses indicate new demands evolving on the growing edge of community college service.

In all, staff development needs related to the unique role of the community college seem to have generally declined over the last few years. Perhaps this is a reflection of the significantly slowed growth of most community colleges in the 1970s and the general feeling that, through teaching and working on the two-year level, faculty become familiar with the background and role of the institution. This latter conclusion is an unsubstantiated assumption that suggests the findings in this section should be approached with some caution. Faculty needs in this area may actually be greater than the respondents perceive. Even so, with the collapse of the educational job market and the stabilization of enrollments and staffs, the assimilation of large numbers of new staff is no longer a major problem. Yet, as the findings here demonstrate, serious deficiencies remain, deficiencies that may negatively affect the very mission of the two-year college, if not attended to.

Public vs. Private Institutional Needs

A chi-square analysis was conducted on responses to the survey items dealing with the unique role of the community college to determine if there were significant differences between the needs of public and private two-year colleges. Differences were discovered to exist on all items at the .01 level of significance, except for staff knowledge of the transfer education purpose of the community college. Yet, even here there were measurable differences at the .05 level.

Some of the chief differences appear to revolve around the fact that many items pertaining to the unique role of the community college are not considered applicable to significant numbers of private institutions, whereas they seem to be pertinent to all but a very small minority (1-7 percent) of the public constituency (see Table 3). For instance, 27 percent of the private colleges participating in the study indicated that the open-door philosophy and vocational-technical education items were not applicable to them. Twenty-four percent considered the historical role of the community college and its place in American higher education of no consequence to their situations. Twenty-two percent indicated community service was not among their purposes; 19 percent were not concerned with transfer education; and 14 percent found neither remedial and developmental programs nor a knowledge of the characteristics and needs of students attending community colleges pertinent to their roles. Even

though the need for guidance and counseling on private campuses was a strong concern, 11 percent of the respondents marked it inapplicable. Obviously, these figures reflect to some extent the different traditions, philosophies, and goals of the two types of institutions, the private college often patterning itself upon four-year college and university models and devoting itself strongly to fostering the liberal arts.

Public community colleges voiced significantly greater needs than private institutions in three areas: staff knowledge of the student body, the vocational-technical education mission, and of the historical role of the community college in higher education (see Figure 2). Forty-two percent of the public respondents noted some deficiencies in staff knowledge of the characteristics and needs of students attending community colleges, whereas only one-quarter of the private schools needed some assistance with this concern. Greater staff understanding of the school's role in vocational-technical education was a concern for 31 percent of the public two-year colleges as opposed to 22 percent of the private. Finally, one-quarter of the public administrators perceived some need for staff development activities concerning the historical role of the community college and its place in American higher education, while only about one-tenth of the private leadership suggested deficiencies in this area.

Private colleges seem to be experiencing greater need than public institutions in two areas: guidance/counseling and adult and continuing education. Only about one-third of the private respondents felt their staff's understanding of the need for guidance and counseling was acceptable, in contrast to two-thirds in the public sector. Almost one-half (49 percent) of the private institutions indicated at least some need for staff development in this area, as opposed to one-third of the public institutions. Similarly, while 57 percent of the public respondents indicated satisfaction with staff knowledge of the community college's role in adult and continuing education, only 30 percent of the private colleges noted acceptability. Forty-six percent of the private replies indicated a need for staff development on the subject (22 percent terming that need critical), whereas 36 percent of the public institutions indicated a demand, though only 5 percent suggested it as a critical one.

The public and private two-year college differences reviewed above appear to be in part due to the different educational traditions

from which many of the institutions have sprung and to the milieu of the 1970s. The unique background, clientele, and roles of most two-year public colleges quickly manifest themselves in the greater public concern with these areas noted above. Similarly, the strong needs voiced by private college administrators in the areas of guidance and adult and continuing education are not surprising given the enrollment crunch and competition for students in the present decade. Strong guidance and counseling services can significantly cut student attrition and increase enrollments. Further, with the adult and continuing education population the fastest growing segment of the higher education clientele (and one of the easier areas for most colleges to enter), it is no wonder that the particularly hard-pressed private sector would indicate a strong demand for staff development concerning this aspect of its educational role.

Needs by Institutional Size

A chi-square analysis was conducted to determine differences in staff development needs related to the unique role of the community college by enrollment (small: 0-1,499 full-time students; moderately small: 1,500-2,500; moderately large: 2,501-5,000; large: 5,000-up). Significant differences were discovered on four items: staff knowledge of the purpose for and implications of the open-door policy (.02 level of significance), of the community services and adult/continuing education roles of the two-year college (at the .01 and .05 levels, respectively), and of the community college student (.05 level).

Staff knowledge of the purpose for and implications of the open-door policy seems to be a major area of need for professional development for only moderately large two-year colleges (see Table 4). Only 27 percent of the small colleges indicated some need, while over three-fourths of the moderately small and four-fifths of the large institutions felt staff abilities were acceptable on this issue (Only 20 percent of the respondents in these two latter categories expressed some demand). However, 40 percent of the moderately large colleges suggested some need for assistance in improving staff knowledge on the subject.

Knowledge of the community service and adult and continuing education roles of the community college appears to be a major concern of small two-year institutions. Only about two-fifths

(38 percent) of the small college administrators indicated staff understanding of the community service purpose of their institutions was acceptable, and 43 percent indicated some inservice training assistance as necessary. In contrast, 59 percent of the moderately small, 64 percent of the moderately large, and 85 percent of the large colleges expressed satisfaction with the subject, inservice demand dropping progressively with the increased size of the school (39, 36, and 15 percent, respectively). A similar trend exists in reference to faculty knowledge of the adult and continuing education role of the community college. Again, small institutions register the least satisfaction (40 percent) with staff abilities and the greatest need (44 percent) to upgrade them. Moderately small colleges, in contrast, indicate a much higher level of satisfaction (66 percent) with only one-third suggesting the presence of some demand for professional growth on the subject. However, slightly fewer moderately large colleges (60 percent) find their staff abilities acceptable and two-fifths register the need for some assistance to improve the situation. Large institutions again show the most satisfaction (85 percent) and least need (15 percent).

While small colleges further record a low satisfaction level compared to the other size categories on faculty knowledge of the characteristics and needs of community college students, they, in this instance, do not record the lowest. Moderately large colleges appear to have the most trouble in this area. Though slightly less than half (48 percent) of the small colleges involved in the study indicated staff understanding of the student as acceptable, only 38 percent expressed a need for professional growth. In contrast only two-fifths of the moderately large institutions expressed satisfaction with staff knowledge and three-fifths marked a definite need for improved understanding of the college's clientele. Only moderately small and large institutions noted reasonably high levels of satisfaction (63 percent for the former and 80 percent for the latter) and low levels of need (36 percent and 20 percent, respectively).

It appears that the differences in staff development needs among colleges of differing sizes form something of a pattern. Small institutions tend to register reasonably low approval of staff abilities and somewhat significant levels of deficiency. Moderately large colleges, in spite of their resources, express a higher demand for inservice activities in most of the cases discussed above than either the

moderately small or large schools. In fact, the latter two groups consistently indicated the highest satisfaction with faculty abilities and lowest demand for staff development. The largest institutions recorded the lowest need (20 percent or less on all the items discussed), perhaps because of the extensive resources they can bring to bear on their problems.

Staff Development Needs in Instruction

General Responses

The two-year college has often been described as the frontier of instructional innovation, as being that element in the American educational system dedicated to success in teaching far beyond what either public schools can, or four-year colleges and universities wish to, claim. Its instructional aim has been to become the "people's college." However, high attrition rates, less than successful developmental programs, staff ignorance of the "new" student, faculty deficiencies in the area of nontraditional learning, the revolving-door syndrome, and many other problems have plagued (Johnson 1964, Johnson 1967, Cohen 1969, Cohen 1973) the community college as it has attempted to meet its goal. Thus, the upgrading of instruction has been a prime concern of two-year college administrators over the years.

In light of the announced instructional mission of the two-year colleges and their not always successful attempts to fulfill that mission, the assessment of staff development needs related to instructional activities was a first-rate priority of the present study. Potential deficiencies were investigated in 26 important areas of instructional endeavor from developing test items to utilizing cognitive mapping, from structuring interdisciplinary learning experiences to reinforcing student learning. The findings indicate serious need for inservice education in almost all areas dealing with nontraditional approaches to instruction. Staff abilities appear reasonably acceptable only in the most traditional modes of instruction, such as lecturing, seminar presentations, etc.

The need to assess the results of instruction appears to be an overriding concern of the large majority of those responding to the survey (see Table 5) followed closely by the ability to apply research findings on teaching/learning (Conducting research related to and/or

obtaining research findings on teaching/learning were not rated as important as the practical application of the discoveries in the instructional process). For instance, 83 percent of those replying indicated a need for greater staff expertise in evaluating the effectiveness of various instructional strategies. Moreover, the ability to take that assessment and utilize it in improving teaching seems to be the second most required competency, with 75 percent of the respondents noting deficiencies (20 percent marked it as critical). Staff ability to *obtain* or *conduct* such research, though it may seem to be intimately related to application, receives somewhat less, though yet very significant, attention. Sixty-six percent suggested that the ability to obtain research on teaching/learning was important (19 percent critical) compared to a somewhat smaller 59 percent who felt their staffs should be able to conduct such research. Overall, these findings indicate very strong need for improved staff competencies in studying, evaluating, and revising educational strategies and techniques.

After evaluation and application of research, the next most serious set of deficiencies is related to the various facets of individualizing instruction, from the development of materials to the management of their use. One-half of those polled responded that they had some need for staff education in developing and using individualized instructional materials, and 17 percent more said their need was critical. Slightly more (69 percent) indicated staff deficiencies ranging from some to critical in the development of audio-tutorial learning materials.

While the demand for inservice training appears strong in the development of individualized instructional materials, the need appears to be nearly as great, and sometimes more so, in solving problems related to the management of this method of teaching/learning. The most serious need appears to be the accommodation of differential learning rates, with 74 percent of the administrators involved in the study indicating deficiencies – 22 percent of those marking it as critical. Likewise, nearly three-fourths of the respondents (72 percent) noted the need for faculty training in motivating students in individualized instruction. (On a related but more general issue – student assumption of responsibility for their own learning not only in individualized learning modes, but in all others also – 71 percent expressed some need.) Closely linked to student motivational

problems is faculty ability to orient the student to this nontraditional method of teaching. Sixty-five percent of those surveyed suggest staff expertise in this area needs to be improved. Slightly over half of the respondents also note concern with faculty capabilities in coping with problems of student attendance and the development of appropriate grading systems, 52 and 51 percent respectively, indicating at least some room for inservice improvement. Only on the problem of scheduling individualized learning experiences did less than a half mark some need. Yet, even then the response was significant and substantial (45 percent).

Five percent of those surveyed offered written observations identifying additional problems with the management of individualized instruction. Faculty acceptance of the strategy appears to be a problem in some cases, while in others traditional concepts concerning the college calendar present trouble. At least one administrator expressed trouble with determining the credit contact hours involved, and another complained that survey choices permitted "only two degrees of need" though he felt that in many cases "some items marked 'some assistance' are greater than others, but certainly not critical." Overall, the data reviewed above indicate definitely that individualized instruction has developed into one of the major problem areas in two-year college instructional activities.

Serious staff deficiencies also appear to exist in several other aspects of nontraditional instruction. Expertise in selecting, developing, and utilizing multi-media instructional activities was labeled as an inservice training need by 68 percent of the study's participants. Over half (51 percent) noted they needed some assistance in improving staff abilities in this area, and another 17 percent marked their need as critical. In spite of the time the concepts of mastery learning, behavioral objectives, and cognitive mapping have been on the scene, the need for upgrading staff skills in these fields remains strong in two-year colleges with well over one-half of the schools indicating at least some demand for training. Only 29 percent felt their staff's abilities were acceptable in writing behavioral objectives. Sixty-six percent expressed at least some need in this area. On utilizing cognitive mapping, 63 percent of the participants noted need. Thirteen percent indicated they were unfamiliar with the idea and only 15 percent felt staff abilities were already acceptable. In yet another aspect of mastery learning – the development of proper test items – slightly

over half of those replying (53 percent) indicated some inservice education was necessary. Significant demand for inservice education further appears to exist in structuring interdisciplinary learning experiences for students and in providing opportunities for them to relate their learning to their own personal growth and development. Nearly two-thirds (63 percent) of the respondents expressed dissatisfaction with present faculty abilities.

Learning problems likewise continue to present an important challenge to two-year college instruction. As has already been noted in the foregoing discussion of staff development needs related to the unique role of the community college, staff understanding of remedial and developmental education remains weak. Fifty-eight percent of the administrators replying believed their faculty needed greater education in this area, that response constituting the single greatest deficiency related to the institution's unique role. Thus, it is not surprising that the instructional activity of developing programs for disadvantaged students received a similar response, 57 percent requiring at least some assistance in the field. The application of learning principles to learning problems in instruction received like notice. Though 40 percent felt their staff abilities were acceptable, the majority (57 percent) noted an ongoing need for inservice training. A third problem, reinforcing student learning, was given comparable attention, 41 percent marking faculty competency as acceptable and 55 percent suggesting the need for at least some professional growth.

While over half of the respondents felt their staffs lacked sufficient skills to cope with the learning problems above, generally less than half saw deficiencies in faculty abilities to plan and manage classroom learning. Fifty-one percent asked some assistance in upgrading the utilization of group process skills in classroom discussions. On a related item – helping students to explore their motives, attitudes, and beliefs – slightly less than half of those replying (47 percent) found at least some deficiency in their staffs. Yet, in contrast to these comments, 68 percent of the respondents felt their staff abilities were adequate in creating a classroom environment in which students felt free to share ideas and questions and only 29 percent indicated a demand for some staff development in the skill. While 56 percent suggested their staffs adequately understood the place of guidance and counseling in the unique role of the community college, some 43 percent observed inadequacies in the ability

of faculty to help students plan their academic programs. Likewise, though more than half (55 percent) appeared satisfied with faculty skills in developing better course outlines, a substantial 43 percent expressed dissatisfaction. While a clear majority expressed a demand for inservice training in only the use of group process skills, the minority responses to the other items discussed here are sizeable and undeniably significant.

As noted before, traditional modes and aspects of instruction received the least amount of concern from respondents. Only slightly more than one-third (34 percent) believed their institutions needed some assistance in upgrading faculty preparation for and/or conducting of small group seminars. Even fewer (31 percent) found deficiencies in the determination of course content (course and curriculum development) and only 29 percent felt deficiencies in their faculty's skill in preparing and/or delivering lectures. Clearly, inadequacies in these traditional areas of instructional activity are not priorities, though the potential for some professional development even in these areas remains sizeable enough to warrant attention.

In addition to the instructional queries above, respondents were asked to note other needs, if any, falling under the general area of teaching/learning, but not included on the survey. Approximately 11 percent recorded additional concerns, some indicating the presence of more instructional deficiencies, some marking problems with limited resources, and some identifying faculty motivational and personnel problems. Instructional deficiencies appeared in the greatest number. One respondent was concerned with test construction and computer-assisted learning; another with criteria-referenced testing; and a third with competency-based learning. Applications of motivational theory to learning, the use of alternative instructional strategies, the management of time, and instruction in study techniques were also suggested. A second area of concern dealt with problems of resource utilization, problems that can have detrimental effects on an institution's instructional mission. One administrator expressed a need for inservice education concerning the utilization of a small staff in achieving quality teaching through the various instructional activities listed in the survey and another identified a need for staff development in putting the school's physical plant to its best use. Third, inservice training appeared to be needed at a number of colleges to deal with faulty motivational and personnel problems. A

demand was voiced for motivating faculty to look beyond mere concentration on subject matter and to become interested in the problems of teaching/learning. Another respondent suggested his staff needed more familiarity with the philosophy of community colleges, with sharing new ideas, and with cooperative program planning. Last, but not least, several replies indicated problems with evaluation, be it course evaluation, faculty evaluation, self-evaluation, or evaluation aimed at professional growth. The comments detailed here round out the assessment of staff development needs related to instructional activities by identifying several significant additional areas of deficiency that require attention.

In all, the area of community college instructional activities appears to be one with strong staff development needs. A major priority for inservice education appears to exist in the assessment of teaching productivity, and high concern exists for professional growth in nearly all areas of nontraditional instruction from the proper management of individualized instruction to the proper utilization of group process skills in classroom discussions. Only staff abilities involving traditional methodologies receive reasonably high sufficiency rankings, and even on these approximately one-third of the respondents expressed dissatisfaction.

Public vs. Private Institutional Needs

A chi-square analysis was conducted on responses to instructional needs to determine if any differences existed between public and private two-year colleges. Significant differences were discovered on approximately one-quarter of the 26 areas concerned.

Public community colleges were found to have a significantly greater need than private colleges in four areas: writing behavioral objectives, utilizing cognitive mapping, developing programs for disadvantaged students, and utilizing differentiated staffing (see Table 6). Differences between the two types of schools on the subjects of behavioral objectives and cognitive mapping were at the .01 and .02 levels of significance respectively. Seventy-one percent of the public colleges responding expressed need for staff development in writing behavioral objectives as opposed to 46 percent of the private colleges. Further, 67 percent of the former noted a demand for skills in cognitive mapping in contrast to 43 percent of the latter. (The contrasting responses on these two items may be a reflection of the increased

pressures for accountability felt by colleges in the public sector.) Differences between public and private colleges concerning the development of programs for disadvantaged students and using paraprofessionals were discovered at the .01 and .05 levels of significance respectively. Nearly a quarter of the private institutions (22 percent) indicated that the former item was not applicable to them, as opposed to only 2 percent of the public schools. Overall, 59 percent of the public colleges marked a need for inservice training on the subject compared to 49 percent of the private. (These differences may be due to the differences in socioeconomic background of the clienteles that the two types of institutions serve, public colleges generally attracting a less affluent and academically prepared student.) The item on differentiated staffing was marked 'not applicable' by 32 percent of the private institutions responding, in contrast to 14 percent of the public. Fifty-two percent of the latter expressed a need for professional development in the use of paraprofessionals, whereas only 35 percent of the former did.

Need for help in solving the problems of managing individualized instruction appeared strong with both constituencies (differences between them standing at the .05 level of significance) on the points of attendance, accommodating differential learning rates, and scheduling in such activities. Eleven to 14 percent of the private institutions involved suggested these items were not applicable to them, as opposed to only 3 percent of the public colleges. Inservice education regarding attendance problems seemed to be of slightly greater concern to public two-year colleges (53 percent indicated need) than to private (46 percent noted need). However, in the accommodation of differential learning rates, demand was very strong in both cases. Seventy-five percent of the public and 70 percent of the private institutions claimed deficiencies. Yet, while public need appears somewhat greater on the two foregoing items, the scheduling of individualized instruction seems to be a slightly greater problem for private institutions. Forty-nine percent of the public respondents said they were satisfied with staff competencies in this area, compared with 32 percent of the private respondents. Forty-four percent of the former indicated the need for help on upgrading staff abilities on this subject, compared with 48 percent of the latter.

Private colleges are experiencing greater need than public in the two final instructional areas: the academic advising of students

and the utilization of small group seminars. Less than half (43 percent) of the private institutions surveyed felt satisfied with the academic advising on their campuses, as opposed to a 56 percent level of satisfaction among public respondents. Yet, on the question of in-service training in advising, the gap is not as great. Forty-six percent of the private and 42 percent of the public colleges require some assistance in this area. Likewise, the preparing and/or conducting of small group seminars appears to be a greater source of dissatisfaction among private colleges, though, again, the need of staff development seems to be about the same for both types of colleges. Sixty-four percent of the public administrators indicated satisfaction with staff abilities in running small group seminars, in contrast to barely half of the private (51 percent). However, 34 percent of the former and 35 percent of the latter said they needed at least some staff development in seminar skills.

It appears the differences that do exist between public and private two-year colleges stem from the basic nature of each type of institution. The demand for accountability by the taxpaying citizen and the financially squeezed legislator and the special student clientele served by the public community college make a priority concern of behavioral objectives (a tool that allows some measure of productivity). Moreover, the public community college's position as the people's college devoted to the education of the new student explains its high concern for programs for disadvantaged students. Community college stress on the use of support personnel and innovative instructional strategies (the use of paraprofessionals and individualized instruction) to better meet the demands of its students and supporters are also understandable in this light. Similarly, private college concerns seem to grow out of its purported strengths: its ability, usually because of its small size, to give intimate, highly personalized attention to its students through close contacts between faculty and students both in the advisory area and in small group settings in the classroom.

Needs by Institutional Size

A chi-square analysis was conducted to determine if any differences in staff development needs related to community college instructional activities existed among institutions with varying sizes of enrollments. No significant differences were discovered (see Table 7).

Administrative Staff Development Needs

General Needs

The community college's aim of becoming the frontier of instructional innovation, the "cutting edge" of change, in higher education faces major obstacles as shown already by the survey's assessment of extensive inservice need in the area of instructional activities. The results of the study as they pertain to administrative staff development needs reveal further problems that require careful attention if two-year institutions are to fulfill their mission. Inservice demand was assessed in 25 important areas from implementing management-by-objectives to conducting meetings, from dealing with conflict to using time effectively. The highest concern for administrative professional growth appears to be related to the administrator's responsibilities as change agent. A second major, though slightly less serious, set of deficiencies seems to fall in the area of efficient management skills, followed by needed human relations skills. The activities of least concern to the respondents are those of working effectively with the board of trustees, conducting meetings, and recruiting and selecting faculty.

The need for administrators to be able to plan, implement, and foster innovation and change in a successful, systematic way appears to be of the highest priority to the respondents here. Sound and productive institutional change rests on the college's ability to identify areas of needed change, to plan for it, to work systematically towards it, and to assess results of efforts at change. Nearly three-fourths of those replying to the questionnaire (71 percent) indicated a need for inservice training to implement management-by-objectives (see Table 8). While 69 percent identified some need for administrator staff development in implementing and facilitating innovation and change, 65 percent found leadership skills at least somewhat unsatisfactory in implementing a systems approach to instruction. Increasing management's ability to collect and use research data properly in making decisions in regard to change is in high demand. Sixty-seven percent of those responding needed some assistance in upgrading their administrative staff's skills in conducting institutional research studies that yield the basis for decision making. Further, 63 percent indicated deficiencies in the collecting and using of data regarding educational services needed by the community; 60 percent stressed a

desire for better skills in the proper collection and use of data generally. Administrative ability to move personnel towards change also was identified as substantially unsatisfactory. Sixty-eight percent of the returns suggested a need to upgrade the supervision and evaluation of staff (21 percent marked the need as critical), and 66 percent saw shortcomings in the administrator's skills as an inservice trainer in his planning and conducting of inservice staff development programs. Overall, the results clearly identify serious deficiencies in the ability of the majority of administrative staffs to plan, implement, manage, and evaluate change. Furthermore, the desire for a more systematic approach to both administration and instruction is obvious.

This desire for systematic, effective management is also reflected in the fact that generally somewhat over half of those surveyed saw a need for improving a whole series of efficiency related skills from goal setting through the conducting of cost studies to using time effectively. Fifty-seven percent of the respondents noted a demand for at least some assistance in bettering their administrative staff's use of PPBES (Planning, Programming, Budgeting, Evaluating Systems), goal setting, participative management, and planning and conducting of faculty/staff orientation programs. Dissatisfaction was also expressed with other management skills related closely to the above. Deficiencies in short- and long-range planning abilities were identified by 56 percent of those responding. Conducting cost studies and developing, controlling, and implementing a budget need some upgrading in 54 and 48 percent, respectively, of the schools answering. Even in regard to the utilization of time, one half of the respondents were dissatisfied with the present level of staff abilities.

Administrative human relations skills were deemed somewhat more acceptable, with generally half of the returns indicating satisfaction with present competencies. However, significantly large minorities suggest there is still a reasonably strong demand for further inservice training efforts here. For instance, 49 percent of the replies indicated some assistance was needed in improving general human relations skills, and 47 percent suggested upgrading communication skills (internal, external, written, oral and nonverbal) in particular. The utilization of curriculum advisory committees and the general delegating of authority and responsibility were also seen as problem areas by 46 percent of those responding. Even in dealing with

conflict, 45 percent found their administrative staffs somewhat unsatisfactory. It seems clear from these results that, while the administrator's skills as a change agent and an efficient "house keeper" are considered staff development needs of highest priority by those responding, the sizeable dissatisfaction with human relations skills cannot and should not be ignored. Failure in the human relations area can be disruptive to the general management of an institution and stymie efforts to change.

Of least concern to the administrators answering the survey were four items: working with collective bargaining, working effectively with the board of trustees, conducting meetings, and recruiting and selecting faculty. Yet, while only 39 percent identified the need for at least some assistance in training administrators on the ins and outs of collective bargaining, it might be misleading to term this particular item of small concern. The fact that nearly two-fifths of those responding saw a demand for training management to handle collective negotiating problems properly suggests this as one of the growing areas for staff development. The 39 percent is especially significant in light of the fact that several states in the Northeast have yet to pass enabling legislation allowing the organization of bargaining units, and that numerous public and private two-year college faculties in those states with legislation have yet to embrace unionism. However, on the subject of working effectively with the board of trustees, only 25 percent felt staff abilities needed improvement. Sixty percent found them acceptable, and slightly over 10 percent noted such skills were inapplicable to their situations. Even fewer indicated deficiencies in the area of conducting meetings: only 20 percent voiced the need for some assistance. Of least concern was the recruitment and selection of faculty: four-fifths expressed approval of present staffing skills and a mere 16 percent noted the need for help in the area.

In addition to the needs discussed above, respondents were asked to write in any further deficiencies they might have identified. Of the few who expressed additional concerns, one suggested that the ability to take risks required upgrading and that help was needed in "developing subordinates as leaders without fear." A second noted skills in computerizing business services were weak on his campus. A third indicated that administrative ability to foster state and local cooperation was lacking. While few in number, these observations do

add several important concerns to the list of administrative staff development needs that require attention.

Overall, two-year college staff development needs related to administration fall into four categories. The category of highest priority calls for improving management's skills in planning, implementing, and supervising change. Next, at least half of the respondents see a major need for upgrading abilities involving administrative efficiency, such as time usage, budget control, and participative management. Third, though less significant than the two foregoing categories, is a deficiency in human relations skills, with nearly half of those replying seeking some inservice training assistance. Finally, the category of least concern involved only one ability that would appear to demand substantial attention and reflects a fast growing staff development need – working with collective bargaining.

Public vs. Private Institutional Needs

A chi-square analysis was run on the responses related to administrative staff development needs to determine if significant differences existed between public and private two-year colleges. Important differences were identified on only three of the twenty-five items: using time effectively, working with collective bargaining, and collecting and using data regarding educational services needed by the community. In all three cases, the significance stood at the .01 level. Generally, however, the point can be made that little difference exists between public and private college inservice needs related to administration.

The effective use of time appeared to be a greater concern of public as opposed to private institutions (see Table 9). Slightly over half (51 percent) of the public college administrators replying suggested the need for some training assistance on the subject, while only 46 percent of the private respondents identified it as a deficiency.

On the issue of collective bargaining, the differences between public and private institutions appear more strongly delineated. Forty-nine percent of the private respondents noted this item was not applicable to them, whereas only 19 percent of the public so responded. As would be expected in light of the foregoing, 43 percent of the public colleges voiced the need for at least some inservice

assistance in training their administrative staffs to handle collective bargaining, in contrast to only 21 percent of the private. It appears that collective bargaining has yet to make the sizeable impact on the private sector that it has on the public, though the results here indicate some concern about the future.

Finally, in regard to collecting and using data regarding educational services needed by the community, the most significant difference again appears to lie in the fact that far fewer private than public colleges found this item applicable to them. Twenty-two percent of the private respondents indicated nonapplicability, contrasted with only 1 percent of the public. Yet, in both cases, the demand for some staff development on the subject seems strong, with 64 percent of the public colleges and 54 percent of the private marking need.

The major differences on all of the above items appear to stem generally from one fact: significantly fewer private institutions find them applicable to their situations. Thus, the need in the public sector appears greater in each case, and is particularly significant in regard to collective bargaining.

Needs by Institutional Size

A chi-square analysis was run on responses to survey items dealing with administrative staff development needs to determine if significant differences among the needs of small (0-1,499 full-time students), moderately small (1,500-2,500), moderately large (2,501-5,000), and large (5,001-up) colleges existed. Substantial differences were discovered on only two of the 25 items: working with collective bargaining and collecting and using data regarding educational services needed by the community. The former appeared at the .01 level of significance, the latter at the .02. In general, however, the results indicate that little difference exists in administrative staff development needs of institutions of different sizes.

On the issue of collective bargaining, the major differences are between the responses of the small and large institutions (see Table 10). Thirty-three percent of the small colleges indicated this concern was not applicable to them, compared with only 10 percent of the moderately small, 12 percent of the moderately large, and 15 percent of the large. Small private colleges may account for the dramatic skewing of the small college response here, since collective bargaining has, as yet, had little impact on that sector. Further, the

least need for training assistance was recorded by large institutions, with a mere 15 percent noting demand and with none suggesting it as critical. In contrast, generally over two-fifths of the respondents identified need in each of the other three size categories. It seems that collective bargaining has not yet become a fact of life for many small colleges, while the majority of large institutions faced with negotiations apparently feel they have administrators satisfactorily prepared to handle the situation.

The collection and use of data regarding educational services needed by the community is an area of significant deficiency in all cases, though much less so for colleges with the largest enrollments than for those in the other three categories. Only two-fifths of the large college respondents noted a need for improved administrative abilities in this area, and none termed the need "critical." However, returns from small, moderately small, and moderately large colleges indicate a much more substantial demand with approximately two-thirds requiring some assistance and up to 20 percent of the moderately small institutions voicing their need as critical. The preponderance of resources which large size often indicates may well be the reason for the high level of satisfaction (55 percent) with staff abilities in this area noted by large colleges, as opposed to those of smaller institutions where only one-third to one-fifth of the respondents felt their staff abilities were acceptable.

In general, the results indicate that little difference exists in the staff development needs of institutions of different sizes, except in the areas discussed above. In those areas, the large size of the institution often enables the securing of competent staff and the mustering of sufficient resources to cope with administrative needs that smaller colleges with limited resources cannot afford and yet can ill afford to do without.

3/SUMMARY: CONSIDERATIONS REGARDING STAFF DEVELOPMENT

So far, this study has been concerned with the delineation of staff development needs related to the unique role of the community college, its instructional mission, and its administrative support. As important as the question of "what" is needed in inservice education, are the questions of "where," "when," and "how" staff development should occur. Thus, advice was sought on the most preferable site for workshops and programs, the furthest distance staff would travel to off-campus programs, the best time for faculty and administrative participation in off-campus activities, the most favorable time configurations for off-campus workshops, the most convenient months for such activities, the most feasible way for staff to acquire needed skills, the availability of staff development programs, and the maximum allowable daily cost per participant that colleges appear willing to pay for off-campus programs.

Program Site Preferences

When considering *where* to hold faculty inservice programs to meet their staff development needs, the respondents tended to prefer an on-campus site or, if that were impossible, an off-campus site within 200 miles of the college. Figure 10 indicates that slightly over half (54.3 percent) of those questioned clearly preferred an on-campus training site, compared to 11.8 percent who preferred off-campus sites. However, the remaining 33 percent suggested their preferences depended on the nature of the program. Figure 11 reflects respondents' feelings on the farthest distance staff may normally travel for off-campus staff development programs. Three-fourths favored training within a reasonable driving distance from the college, that distance being defined as less than 200 miles. Only 7 percent indicated travel within a $100. round trip air fare as acceptable, and even fewer (4 percent) endorsed it within a $200. round trip air fare. Eight percent suggested other measures and influences on travel distance. Some expressed more limited travel distances ranging from 16 to 75 miles, while others set vaguer limits such as "commuting distance," "within New York City," and "within the

state." Several suggested travel distance was limited only by "need and justification." Two respondents marked the extremes: one put no travel distance restrictions on staff, while the other noted no monies existed for such travel.

Program Time Preferences

In regard to the best time for off-campus staff development, those surveyed generally preferred inservice education outside of regular workdays for both faculty and administrators (Figure 12). Overall, nearly three-fourths of those surveyed felt the best time for off-campus faculty development lay outside the normal workweek. The largest number (41 percent) favored breaks during the school year, followed by summer programs (22 percent), and weekend participation during the school year (10 percent). Of those remaining, nearly one-quarter (24 percent) considered weekdays during the school year to be the most viable time. The least popular option appeared to be special hours during the workday, only 4 percent endorsing such times. Several other options were supported by a significant 41 percent of those questioned: a modular instructional calendar with faculty study weeks, a Friday-Saturday configuration, the staggering of programs throughout the year, a between-semesters inservice period during January, or the designation of a professional development month like June. Further, a few indicated that if the program warrants, any time may be considered the best time. However, even the majority of these options indicates a general desire for off-campus staff development outside of the regular workweek.

When the best time for greatest participation by administrators in off-campus inservice activities is considered, this preference for avoiding the workweek becomes even more pronounced. As Figure 13 indicates, summer and weekends during the school year received the most favorable attention, though the response to each might be termed at best moderate (25 and 27 percent respectively). Time options, during the regular school year, that might infringe on the administrator's regular duties appear to be singularly unpopular, only 8 percent approving of breaks during the school year, 5 percent endorsing weekdays during the school year, and a bare 2 percent liking special college hours during the workday. Approximately one-fifth, however, suggested that anytime for off-campus administrative

inservice programs appeared acceptable if the program warranted or within a few vital limitations like avoiding the beginning and end of each semester. Yet, the meager to moderate response to all of the choices presented above seems to reflect the heavy drain on the administrator's time and the reluctance or inability of most institutions to relinquish his/her services for even a short amount of time.

Those planning off-campus staff development workshops must be cognizant not only of the best time for greatest participation but also of the most preferable time configuration. Obviously, the subject matter of the workshop and other variables will necessarily influence the length of the program. Yet, planners who design programs with extremely unpopular time configurations may be seriously crippling their effectiveness and attractiveness. The data in Table 11 indicate that short one-half day to three-day workshops are most popular. Workshops a week or longer in duration receive little favor. One-day workshops appear to be most preferred, followed very closely by those two to three days in length. Half-day programs rank third. One-week summer workshops receive moderate attention and are ranked fourth, 68 respondents indicating some preference for that time scheme. However, longer summer programs of two weeks, or three to six weeks in duration receive almost no support, gleaning together only 17 responses.

One final time consideration raised by the survey was that of particularly convenient months for workshop activities during the year. Summer months and those before the start or at the end of semesters appear to be most convenient, with months constituting the core of the school year considered the least preferable. The single most popular month for such programs appears to be May (see Figure 14), with 51 percent of the respondents signifying it as convenient. About one-third identified December (36 percent), August (32 percent), July (31 percent), and February (30 percent). Thereafter, in order of decreasing popularity, come June (27 percent), September (24 percent), October (21 percent), March (20 percent), January (16 percent), April (14 percent), and November (10 percent).

Program Presentation Preferences

Along with the considerations of *where* and *when* staff development activities should be scheduled goes that of *how* they should

be presented. What are the most feasible ways for staff to acquire the skills identified as needed by the present study? Asked to rank what they considered the three most feasible ways, those questioned marked short-term workshops as the most feasible, giving it a total of 179 responses (see Table 12). Consultants visits to campus polled a strong second with 162 responses, followed by materials (e.g., films, books, etc.) with 132. By far the least popular form of staff development appears to be graduate classes on campus with only 46 responses *in toto*, perhaps due to the severe time drain that the latter method puts on the faculty member's already crowded schedule.

It is obvious from the foregoing discussion of program time preferences that no one scheduling scheme can fully answer the question of "when" inservice activities should be held. Each institution must decide the scheduling configuration that best fits its situation. Some programs might be scheduled during regular working hours, with staff released from obligations, while others might be held on Saturdays or after regular hours. Group-oriented sessions might be repeated to increase attendance possibilities, or several days without classes for inservice activities might be built into the college calendar. Weekend retreats are still a further option. Yet, scheduling problems and decisions do not end with these considerations.

Two more crucial elements need examination. The first involves the need for continuity in the staff development program. Roger Garrison, in his survey of faculty attitudes reported in *Junior College Faculty: Issues and Problems* (1967), found that faculty desired inservice education on a continuing basis. Yet, in the majority of programs observed by the authors, "staff development" is considered a one-day workshop traditionally held at the beginning of the academic year.

A second factor, one that promises to grow and complicate scheduling of staff development programs in future years, is the rise of collective bargaining. One recent study (Wallace 1976) of provisions for community college staff development in a representative sample of contracts revealed that, on the items of inservice days and attendance at inservice meetings, widely varied agreements are being negotiated. Some agreements are silent on the subject, while others are very explicit regarding the number of inservice workshops that a member can be required to attend. Clearly, where collective bargaining complicates the scene, administrators will be forced to do

substantive long-range planning and hard bargaining in order to insure viable, productive staff development programs.

Availability of Programs

When the concerns of when, where, and how have been satisfactorily resolved, the availability of workshops and programs to meet the staff development needs of individual institutions becomes a crucial factor. While availability of staff development programs was not a major focus of the present survey, some indication of availability was considered important in determining how large a gap remains between demand and supply in 1975, for past studies have indicated the existence of serious deficiencies. Replies (see Figure 15) suggest that a significant majority of the institutions studied, 73 percent in all, consider programs at least fairly available, if not moreso. Forty-eight percent answered with an unequivocal "yes" to the question of availability, followed by 25 percent more noting the supply as "fairly available." Only 7 percent indicated programs were not accessible. However, a rather high "no response" rate (20 percent) leaves unanswerable the question of availability for a rather sizeable minority. Thus, the extent of the gap between supply and demand could not be fully clarified here.

A number of written comments on the question of availability point to some of the problems and trends in this area. Problems ranged from a dearth of programs to a lack of continuity and easy access to outside expertise. One administrator complained that "very few" workshops were provided in the state, while others observed that programs were not available "in any formalized or extensive degree," or were present "only infrequently in this system," "not when faculty [are] available," or related only to specific disciplines. Several colleges suggested they were taking the initiative in supplying their own needs, noting that they were in the process of assessing need, of developing programs, or of running programs annually on an in-house basis. However, for one, the "opportunity to engage outside expertise for on-campus programs with a minimum of effort" remained a vital need.

Cost Considerations

The final consideration investigated here regarding staff development was an economic one: the maximum allowable cost per day per participant in off-campus programs that institutions are willing to pay. The axiom that an institution's budget reflects the priorities of that body is as important to inservice training activities as any other element of a college's program. Staff quickly sense the importance or lack of importance that a college attaches to professional growth by the size and place of provisions for it in the budget. The response to this question in the survey reflects high concern on the matter. Fifty of those questioned felt compelled to add comments – more than three times as many as responded with additional observations to any of the other items. Figure 16 portrays the various maximum limits set by institutions. Fifty-nine percent set the maximum between $10. and $30. per day: 17 percent suggested a ceiling of $10.; 9 percent indicated $15.; 15 percent drew the line at $20. a day; and 11 percent and 7 percent respectively noted limits of $25. and $30. Thirty-one percent of the remaining respondents noted their answers were dependent on the nature of the program or on other factors.

Written comments clarify these factors to some extent. The program appeared to be important in determining what the college would pay in many cases. Several administrators noted support depended on *program worth*, the payoff potential for college needs and goals. A number stated their institutions assumed all costs for valuable programs. Others noted that the *demand by faculty* to attend the workshop also was influential in determining per diem rates. Those rates in some cases were noted as dependent "on the number of days and number of participants" requesting a piece of the travel budget "pie." Several replies suggested that the *location* of the program to some extent determined the level of funding. One suggested that *"location, housing and budget"* were significant in determining reimbursement levels while others suggested state policies related to faculty travel complicated the matter. The *condition of the budget* was a further variable on which per diem rates were felt to be dependent. "Travel funds available at this time" determined the level of support at one college, while another observed it would pay "whatever could be shaken out of the state"; a third pointed out that "no

arbitrary limits" were set: they depended on "the condition of the budget at the time." Finally, the person attending sometimes influenced the level of reimbursement. One administrator noted full funding of attendance was possible "if participant is currently and directly involved in developing/administering a related program" and another quipped that payment was dependent on who was attending — the "president or a new physical education instructor." While most of the factors discussed here were usually individual major considerations in setting rates at various colleges, one respondent summed his situation up by noting that nearly all of them applied: "financial situation, time, place, and number of persons involved as well as type of conference."

Although the majority of comments concentrated on clarifying the factors that influenced the level of per diem payments, several delineated serious policy and budget restrictions on faculty travel. Several underlined the fact that they were not allowed to reimburse participants involved in such activities either because the "state will not provide such funds" or the state "does not allow money for such training except on an individual basis." In one instance, collective bargaining had apparently complicated institutional support, for it was suggested that faculty would not be allowed to attend "if it is a paid day. The teachers . . . have a guaranteed vacation plus non-student workdays." Several more pointed to present or future budget restrictions on such activities. For instance, one respondent pointed out that at his school "each faculty is allocated $100. per year for travel," but "in view of current budget problems the county may be more restrictive on travel in the future."

Fortunately restrictions of the sort noted above were not the order of the day; other institutions had rather liberal policies. The best recorded simply stated that there was "no set maximum"; another clarified this by indicating that "normally, cost is not a consideration," that "need and topical strengths of the offering are paramount." Others outlined policies that allowed substantial travel expenses, professional memberships, and fees for credit courses. One even balanced institutional goals with individual desires by allowing faculty "one 'major expenditure' for a conference of their choice. Other short-term workshops at $10. a day suggested by the administration are provided."

From the strong responses gleaned here, not only in response to the budgetary items discussed above, but also on the entire range of considerations for staff development investigated by the study, it is clear that the concerns of "where," "when," "how," and "how much" are as worthy of the attention of inservice program planners as that of "what" will be presented. A program designed to meet needs targeted by this study may well have its effectiveness curtailed, if not destroyed, if the considerations of program site, travel distances, time configurations, and expense are disregarded.

4/CONCLUSIONS

Two-year colleges in the northeastern United States appear to have a number of definite staff development needs related to (1) their unique role in higher education, (2) their instructional activities, and (3) their administration. Furthermore, they voice some clear opinions on where, when, and how professional improvement programs should be held, and how much money can be devoted to them.

First, while general concern for staff knowledge related to the special roles two-year colleges attempt to fill has waned over the last decade (perhaps due to the slowed growth of community colleges) several needs remain:

(1) Better staff knowledge of the *community college's purpose in remedial and developmental programs* appears to be the most serious need related to the unique role of two-year institutions, with nearly three-fifths of the respondents voicing demand in the area.

(2) One-third to two-fifths of the respondents identified deficiencies in staff *understanding of the community service, adult and continuing education, and vocational-technical education* purposes of the community college.

(3) Nearly two-fifths of the administrators surveyed were dissatisfied with staff *understanding of the clientele served* and of the serious need of that clientele for guidance and counseling services.

(4) *Public community colleges* voiced significantly greater needs than private institutions in the areas of staff knowledge of the school's student body, of the school's vocational-technical mission, and of its historical role in higher education.

(5) Private colleges identified greater need than public in staff understanding of guidance and counseling and adult and continuing education.

(6) Staff development needs related to the unique role of the community college differed significantly at times in regard to the size of the institutions responding:

(a) The purpose for and implications of the open-door policy and greater understanding of the

two-year college student seem to be major needs for professional development, chiefly for moderately large colleges (enrollments of 2,501-5,000 full-time students).

(b) Staff knowledge of the community service and adult and continuing education roles of the community college appear to be major concerns chiefly of small colleges (full-time enrollments between 0-1,499).

Second, the demand for staff development related to instructional activities, especially nontraditional instructional activities, appears to be strong and significant.

(1) The abilities to assess the results of instruction and to conduct, obtain, and apply research findings about teaching and learning were chief among staff development needs related to instructional activities with between three-fifths and four-fifths of the respondents indicating dissatisfaction with present faculty skills.

(2) Well over half the replies identified serious deficiencies related to the various facets of individualized instruction, from the development of materials to the management of their use.

(3) Generally over half of the participants in the study voiced concern for staff training in other aspects of nontraditional instruction: writing behavioral objectives; using cognitive mapping; developing proper test items; structuring interdisciplinary learning experiences; and selecting, developing, and using multi-media instructional activities.

(4) Over half of the respondents considered faculty skills in handling learning problems in need of improvement, especially in the areas of developing programs for disadvantaged students, applying learning principles to learning problems, and reinforcing student learning.

(5) Slightly less than half of those surveyed marked deficiencies in faculty abilities to plan and manage classroom learning; to utilize group process skills in classroom discussions; to help students to explore their motives,

attitudes, and beliefs; to advise students on their academic programs; and to develop better course outlines.

(6) Traditional modes and aspects of instruction – e.g., lecturing, conducting seminars, etc. – received the least comment, with generally less than a third of the respondents indicating dissatisfaction with staff skills in these areas.

(7) Public community colleges were found to have a significantly greater need for professional improvement activities than private in four areas: writing behavioral objectives, utilizing cognitive mapping, developing programs for disadvantaged students, and using differentiated staffing.

(8) Private colleges were discovered to be experiencing a greater need for staff improvement in the academic advising of students and the utilization of small group seminars.

(9) No significant differences appear to exist among the staff development needs related to the instructional activities of institutions by size.

Third, definite administrative staff development needs were identified in several areas:

(1) Administrative ability to plan and direct innovation and change was noted as of the highest priority among those responding to the study. Two-thirds or more of the respondents required inservice training on a whole range of other skills, from the ability to implement management-by-objectives and a systems approach to instruction to the ability to collect and use research data in decision making, from the collection and use of data (both generally and regarding educational services needed by the community) to the supervision and evaluation of staff.

(2) A second major area of needed administrative improvement (generally identified by over 50 percent of those replying) involves a whole series of efficiency-related skills from staff use of PPBES (Planning, Programming,

Budgeting, Evaluating Systems) through goal setting and participative management to using time effectively and orienting faculty and staff.

(3) Between 45 and 50 percent of the respondents indicated need for greater administrative competency in the areas of human relations, communication, control of conflict, delegation of authority and responsibility, and the utilization of curriculum advisory committees. The ability to cope with collective bargaining appears to be a skill whose demand is also increasing.

(4) Of least concern to the administrators (a quarter or less saw need) answering the survey were three items: working effectively with the board of trustees, conducting meetings, and recruiting and selecting faculty.

(5) Little difference exists between public and private college inservice training needs related to administration, except in the areas of using time effectively, working with collective bargaining, and collecting and using data regarding educational services needed by the community. Significantly more public colleges than private found these items applicable to their situation.

(6) Little difference exists in the administrative development needs of institutions of different sizes except on two items: working with collective bargaining and collecting and using data regarding educational services needed by the community. The former item seems inapplicable to many small institutions (0-1,499 full-time students), whereas the latter appears to be a significant need of small, moderately small (1,500-2,500), and moderately large (2,501-5,000) colleges, with approximately two-thirds in each category voicing deficiencies.

Finally, aside from the general identification of staff development needs, the present assessment attempted to delineate respondent preferences about where, when, and how professional improvement programs should be presented. Results suggest the following considerations as important for inservice program planning bodies:

(1) The respondents tended to prefer a professional improvement program site on their own campuses or, if that were impossible, an off-campus site within 200 miles of the college.

(2) The best time for off-campus staff development programs, whether for faculty or administrators, lay outside of the regular workweek.

(3) The most preferable time configurations for off-campus professional improvement programs were short one-half day to three-day workshops.

(4) The administrators answering the questionnaire suggested that summer months and those before the start or at the end of semesters appear to be the most convenient times for workshop activities, while months constituting the core of the school year were considered the least preferable.

(5) Respondents considered short-term workshops to be the most feasible form of staff development activity. Consultant's visits to campus placed a strong second and faculty independent study using materials, such as films and books, placed third.

(6) Respondents indicate that workshops and programs are generally available as needed in most instances. However, a significant minority (20 percent) failed to answer the availability query.

(7) On the subject of the maximum allowable cost per day per participant in off-campus programs that institutions are willing to pay, nearly two-thirds set the limit between $10. and $30. a day. Another third suggested their support was limited only by the program's location, the school's budget, the number of participants, and/or the value of the program to the college.

As noted at the beginning of this study, one of the major recommendations of the 1973 Assembly of the AACJC (devoted to the issues, problems, programs, and progress of staff development) stressed the need for more data about the demand for inservice training and more surveys on a continuing basis to identify common and recurring needs and to form a basis for viable funding decisions and

substantive long-range planning (Yarrington 1974, p.146). As the first major, in-depth investigation of regional staff development needs, this study has delineated a serious, sizeable, and significant demand in the northeastern United States for professional improvement, especially in administrative skills and in the nontraditional aspects of instructional activity. However, this study is only a first step. It is hoped that this study will be the harbinger of more to come, for a whole series of regional, state, and local studies are badly needed. Though the concept of staff development is rapidly "coming of age" as a first-rank priority for two-year institutions, it can hardly be expected to pass into its majority without the hard data that colleges, universities, foundations, government agencies, and professional organizations require to determine their contribution to the improvement of the availability, relevance, and quality of community college professional growth programs.

5/IMPLICATIONS OF THE STUDY

The results of this assessment contain several major implications for the future of the two-year college.

(1) *Lack of faculty understanding of the community college's unique role is still sizeable and may become a serious obstacle in its ability to meet the future demands made of that role.* Though the data suggest a substantial rise in faculty understanding of the unique role of the community college over earlier surveys (Samlin 1967; *Inservice Training for Two-Year College Faculty and Staff* 1969), to draw conclusions that faculty are more "in tune" with the objectives of the community college and can be expected to move as a more coherent force to fulfill its purposes and objectives may be both premature and in error. The experience of the authors with numerous community college faculty with many years of service suggests that administrator perceptions of faculty knowledge on these matters may be less than accurate. Second, while perhaps based on an over optimistic reading of faculty behavior, the data reveal that a sizeable minority of the professional staff apparently still do not subscribe to the two-year college mission. If this is true, attempts by administrators to orient the community college more fully towards its special purposes in adult and continuing education, in vocational-technical education, etc., may meet with serious and debilitating resistance from the teaching staff.

(2) *The community college's expressed commitment to excellence in teaching and its aim to be on the cutting edge of instructional development and innovation face serious obstacles that require attention.* Progress appears to have been slow in updating and upgrading faculty skills in various nontraditional instructional activities since the AACJC surveys of the late 1960s and early 1970s. The vast developments in instructional technology, techniques, and learning theory over the last 20 years have yet to be significantly incorporated into community college education. In fact, critical movement in this area must soon be forthcoming if the two-year institution is to maintain its promise as "the people's college," a promise strongly envisioned in the growth and development era of the 1960s. Major change is often easier in the infancy of a new institution than later. As the community college moves toward maturity,

its structure, personnel, and policies may begin to ossify and become increasingly resistant to change.

(3) *Not only the faculty, but their superiors, often lack the knowledge and skills to meet the changed environment and challenges of the 1970s and 1980s.* While the AACJC survey of 1969 found the three top administrative staff development needs to be college administration, public relations, and business management and planning, the radically changed and changing environment of the 1970s has made skill in the systematic planning and directing of innovation and change a top priority. The overwhelming lack of present management change ability identified by this assessment will be an ill portent for the future of the two-year college's instructional mission, if it does not receive attention.

In 1976, the community colleges of the northeastern United States appear to have reached a critical point in their development. New clienteles, pressures for productivity and accountability – in fact, the whole ominously altered and still evolving milieu of the last quarter of the twentieth century – these are making perhaps the ultimate challenge to the two-year college: the challenge to fulfill its mission. To meet that challenge, staff development will be a crucial tool. The need for it is clear; the response to that need remains to be determined.

APPENDIX A:

TABLES

TABLE 1
RETURNS BY STATE AND BY MAILING

State and Code No.	Original Mailing	Useable Responses	Nonuseable Responses (incomplete)	Useable Returns Per State (percent)
1 – Connecticut	22	18	1	81
2 – Delaware	6	1	0	17
3 – Maine	6	4	1	66
4 – Maryland	20	14	1	70
5 – Massachusetts	39	19	4	50
6 – New Hampshire	10	6	1	60
7 – New Jersey	23	17	4	75
8 – New York	59	39	1	66
9 – Ohio	44	28	2	64
10 – Pennsylvania	48	30	6	63
11 – Rhode Island	2	1	0	50
12 – Vermont	7	5	0	72
13 – West Virginia	8	4	0	50
Total	294	186	21	

Mailings and Returns	Number Mailed	Useable Returns	Nonuseable Returns
Original Mailing	294		
Returns		131	14
Follow-up Mailings	149		
Returns		55	7
Total Returns		186	21
Percent		63	7
Public College Returns		149	
Private College Returns		37	53

TABLE 2
STAFF DEVELOPMENT NEEDS RELATED TO UNIQUE ROLE OF COMMUNITY COLLEGE
ALL INSTITUTIONS

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Historical Role & Place of Community College in Higher Education	1	1	61	114	19	36	3	5	11	20
Open-door: Purpose & implications	1	2	59	109	20	37	7	13	10	18
Knowledge of Multipurposes of Community College	1	1	50	93	32	60	7	12	7	12
(a) Community Service										
(b) Transfer Education	2	3	67	125	15	28	3	6	9	16
(c) Adult and Continuing Education	1	1	52	96	30	56	7	16	4	7
(d) General Education	0	0	69	129	17	32	3	6	5	9

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 2 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
(e) Remedial & Developmental Programs	0	0	34	63	41	77	17	31	3	6
(f) Vocational-Technical Education	0	0	57	106	23	43	7	12	8	15
Knowledge of Student Needs & Characteristics	0	0	53	98	32	60	7	12	5	9
Guidance and Counseling	0	0	56	104	30	55	8	14	3	5

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 3
STAFF DEVELOPMENT NEEDS RELATED TO UNIQUE ROLE OF COMMUNITY COLLEGE
PUBLIC VS. PRIVATE INSTITUTIONS

Need[a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Historical Role & Place of Community College in Higher Education	Public	1	1	63	94	22	33	3	4	7	11
	Private	0	0	54	20	8	3	3	1	24	9
Open-door: Purpose & implications	Public	1	1	64	95	20	30	7	11	5	8
	Private	3	1	38	14	19	7	5	2	27	10
Knowledge of Multipurposes of Community College											
(a) Community Service	Public	1	1	55	82	31	47	7	11	3	4
	Private	3	1	30	11	35	13	3	1	22	8
(b) Transfer Education	Public	1	1	72	107	15	22	3	5	6	9
	Private	5	2	49	18	16	6	3	1	19	7

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 3 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
(c) Adult and Continuing Education	Public	0	0	57	85	31	47	5	8	1	2
	Private	3	1	30	11	24	9	22	8	14	5
(d) General Education	Public	0	0	73	109	18	27	3	4	2	3
	Private	0	0	54	20	14	5	5	2	16	6
(e) Remedial and Developmental Programs	Public	0	0	37	55	43	64	16	24	1	1
	Private	0	0	22	8	35	13	19	7	14	5
(f) Vocational–Technical Education	Public	0	0	61	91	25	38	6	9	3	5
	Private	0	0	41	15	14	5	8	3	27	10

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 3 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Knowledge of Student Needs & Characteristics	Public	0	0	53	79	37	55	5	8	3	4
	Private	0	0	51	19	14	5	11	4	14	5
Guidance and Counseling	Public	0	0	62	93	27	41	7	10	1	1
	Private	0	0	30	11	38	14	11	4	11	4

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 4
STAFF DEVELOPMENT NEEDS RELATED TO UNIQUE ROLE OF COMMUNITY COLLEGE BY SIZE OF INSTITUTION

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Historical Role & Place of Community College in Higher Education	0-1499	1	1	55	61	18	20	3	3	15	17
	1500-2500	0	0	73	22	17	5	7	2	3	1
	2501-5000	0	0	60	15	32	8	0	0	8	2
	5000-up	0	0	80	16	15	3	0	0	0	0
Open-door: Purpose & implications	0-1499	2	2	50	55	21	23	6	7	15	17
	1500-2500	0	0	76	23	7	2	13	4	3	1
	2501-5000	0	0	60	15	36	9	4	1	0	0
	5000-up	0	0	80	16	15	3	5	1	0	0
Knowledge of Multipurposes of Community College (a) Community Service	0-1499	1	1	38	42	37	41	6	7	11	12
	1500-2500	0	0	59	18	26	8	13	4	0	0
	2501-5000	0	0	64	16	36	9	0	0	0	0
	5000-up	0	0	85	17	10	2	5	1	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 4 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
(b) Transfer Education	0-1499	3	3	59	65	16	18	3	4	13	14
	1500-2500	0	0	86	26	7	2	7	2	0	0
	2501-5000	0	0	68	17	24	6	0	0	8	2
	5000-up	0	0	85	17	10	2	0	0	0	0
(c) Adult and Continuing Education	0-1499	1	1	40	44	32	36	12	13	6	7
	1500-2500	0	0	66	20	30	9	3	1	0	0
	2500-5000	0	0	60	15	36	9	4	1	0	0
	5000-up	0	0	85	17	10	2	5	1	0	0
(d) General Education	0-1499	0	0	64	71	14	16	5	6	7	8
	1500-2500	0	0	76	23	20	6	0	0	3	1
	2501-5000	0	0	72	18	28	7	0	0	0	0
	5000-up	0	0	85	17	15	3	0	0	0	0
(e) Remedial & Developmental Programs	0-1499	0	0	27	30	41	46	18	20	5	6
	1500-2500	0	0	43	13	40	12	17	5	0	0
	2501-5000	0	0	32	8	56	14	12	3	0	0
	5000-up	0	0	60	12	25	5	15	3	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 4 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
(f) Vocational-Technical Education	0-1499	0	0	50	56	22	24	8	9	11	12
	1500-2500	0	0	53	16	30	9	7	2	10	3
	2501-5000	0	0	64	16	32	8	4	1	0	0
	5000-up	0	0	90	18	10	2	0	0	0	0
Knowledge of Student Needs & Characteristics	0-1499	0	0	48	53	29	32	9	10	8	9
	1500-2500	0	0	63	19	33	10	3	1	0	0
	2501-5000	0	0	40	10	56	14	4	1	0	0
	5000-up	0	0	80	16	20	4	0	0	0	0
Guidance and Counseling	0-1499	0	0	51	57	29	32	8	9	5	5
	1500-2500	0	0	63	19	26	8	10	3	0	0
	2501-5000	0	0	64	16	32	8	4	1	0	0
	5000-up	0	0	60	12	35	7	5	1	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 5
STAFF DEVELOPMENT NEEDS IN INSTRUCTION
ALL INSTITUTIONS

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Writing Behavioral Objectives	2	3	29	53	50	93	16	29	2	4
Developing Test Items	1	2	42	78	44	82	9	16	3	6
Preparing for and/or Making Group Presentations (lectures)	1	2	67	125	24	45	5	9	1	2
Developing Audio-tutorial Learning Materials	2	4	28	52	50	92	19	35	1	2
Preparing for and/or Conducting Small Group Seminars	0	0	61	114	31	58	3	6	1	2
Utilizing Cognitive Mapping	13	25	15	28	46	85	17	31	5	10
Utilizing Differential Staffing	1	2	28	52	39	72	10	19	19	35

Response on some items may not total 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 5 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Developing and Using Individualized Instructional Materials	1	1	30	55	50	93	17	31	2	3
Selecting, Developing, and Utilizing Multi-media Instructional Activities	2	3	29	53	51	95	17	31	1	2
Application of Learning Principles to Instruction	1	1	40	74	43	79	14	26	1	2
Developing Better Course Outlines	0	0	55	102	33	61	10	18	1	1
Evaluating the Effectiveness of Various Instructional Strategies	1	1	14	26	56	104	27	50	1	1
Obtaining Research Findings on Teaching/Learning	2	3	26	48	47	88	19	35	4	7

Response on some items may not total 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 5 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Conducting Research Related to Teaching/Learning	1	2	22	40	46	85	13	25	13	25
Applying Research Findings on Teaching/Learning	1	2	17	32	55	103	20	38	3	6
Determining Course Content	1	1	66	122	26	49	5	10	1	1
Developing Programs for Disadvantaged Students	0	0	34	63	38	71	19	35	6	11
Structuring Interdisciplinary Learning Experience	2	3	30	56	52	96	11	21	4	7
Academic Advising	2	4	53	99	32	59	11	21	1	2
Creating a Classroom Environment in Which Students Feel Free to Share Ideas and Questions	1	1	68	126	26	48	3	6	1	1

Response on some items may not total 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 5 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Solving Problems Related to Managing Individualized Instruction:										
(a) Student Attendance	0	0	37	69	41	76	11	20	5	9
(b) Student Motivation	0	0	20	37	58	107	14	26	4	8
(c) Accommodating Differential Learning Rates	1	1	18	33	52	97	22	40	5	9
(d) Scheduling	2	4	46	86	35	65	10	19	4	8
(e) Orienting Students	0	0	27	50	53	99	12	23	4	7
(f) Developing Appropriate Grading Systems	0	0	42	78	40	75	11	20	4	7
Helping Students to Explore Their Motives, Attitudes, and Beliefs	1	2	49	91	41	77	6	11	1	2

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 5 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Reinforcing Learning	2	4	41	77	50	92	5	10	1	1
Utilizing Group Process Skills	3	5	46	85	44	81	7	12	1	1
Creating an Environment in Which Students Assume Responsibility for Their Own Learning	1	2	25	46	55	103	16	30	1	1
Providing Opportunities for Students to Relate Their Learning to Their Own Personal Growth and Development	0	0	33	62	53	98	10	19	1	2

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6
STAFF DEVELOPMENT NEEDS IN INSTRUCTION
PUBLIC VS. PRIVATE INSTITUTIONS

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Writing Behavioral Objectives	Public	1	1	27	40	54	80	17	25	1	1
	Private	5	2	35	13	35	13	11	4	8	3
Developing Test Items	Public	1	1	38	57	47	70	10	15	3	4
	Private	3	1	57	21	32	12	3	1	3	1
Preparing for and/ or Making Group Presentations (lectures)	Public	1	2	68	101	25	37	5	8	1	1
	Private	0	0	65	24	22	8	3	1	3	1
Developing Audio-Tutorial Learning Materials	Public	1	2	29	44	49	73	19	28	1	1
	Private	5	2	22	8	51	19	19	7	3	1

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Preparing for and/ or Conducting Small Group Seminars	Public	0	0	64	95	31	46	3	5	0	0
	Private	0	0	51	19	32	12	3	1	5	2
Utilizing Cognitive Mapping	Public	11	16	16	24	50	75	17	25	3	5
	Private	24	9	11	4	27	10	16	6	14	5
Utilizing Differential Staffing	Public	1	1	29	44	40	60	12	18	15	23
	Private	3	1	22	8	32	12	3	1	32	12
Developing and Using Individualized Instructional Materials	Public	0	0	28	42	51	76	19	28	1	1
	Private	3	1	35	13	46	17	8	3	5	2
Selecting, Developing, and Utilizing Multi-Media Instructional Activities	Public	1	1	29	43	51	76	17	26	1	1
	Private	5	2	27	10	51	19	14	5	3	1

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Application of Learning Principles to Instruction	Public	1	1	39	58	42	63	16	24	1	1
	Private	0	0	43	16	43	16	5	2	3	1
Developing Better Course Outlines	Public	0	0	54	81	33	49	11	17	0	0
	Private	0	0	57	21	32	12	3	1	3	1
Evaluating the Effectiveness of Various Instructional Strategies	Public	0	0	14	21	57	85	27	41	0	0
	Private	3	1	14	5	51	19	24	9	3	1
Obtaining Research Findings on Teaching/Learning	Public	1	2	16	24	56	84	21	31	3	5
	Private	0	0	22	8	51	19	19	7	3	1
Conducting Research Related to Teaching/Learning	Public	1	2	21	32	46	68	15	23	11	17
	Private	0	0	22	8	46	17	5	2	22	8

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Applying Research Findings on Teaching/Learning	Public	1	2	16	24	56	84	21	31	3	5
	Private	0	0	22	8	51	19	19	7	3	1
Determining Course Content	Public	0	0	66	99	27	40	5	8	0	0
	Private	3	1	62	23	24	9	5	2	3	1
Developing Programs for Disadvantaged Students	Public	0	0	36	54	40	60	19	28	2	3
	Private	0	0	24	9	30	11	19	7	22	8
Structuring Inter-disciplinary Learning Experience	Public	1	2	31	46	52	77	11	16	4	6
	Private	3	1	27	10	51	19	14	5	3	1
Academic Advising	Public	1	2	56	83	30	45	12	18	0	0
	Private	5	2	43	16	38	14	8	3	5	2

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Creating a Classroom Environment in Which Students Feel Free to Share Ideas and Questions	Public	0	0	67	100	28	42	3	4	0	0
	Private	3	1	70	26	16	6	5	2	3	1
Solving Problems Related to Managing Individualized Instruction:	Public										
	Private										
(a) Student Attendance	Public	0	0	37	56	43	64	10	15	3	4
	Private	0	0	35	13	32	12	14	5	14	5
(b) Student Motivation	Public	0	0	21	32	57	85	15	23	3	4
	Private	0	0	14	5	59	22	8	3	11	4
(c) Accommodating Differential Learning Rates	Public	1	1	19	28	52	78	23	34	3	4
	Private	0	0	14	5	51	19	16	6	14	5

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
(d) Scheduling	Public	1	2	49	74	33	49	11	17	3	4
	Private	5	2	32	12	43	16	5	2	11	4
(e) Orienting Students	Public	0	0	26	39	54	80	14	21	3	4
	Private	0	0	30	11	51	19	5	2	8	3
(f) Developing Appropriate Grading Systems	Public	0	0	43	64	40	60	11	17	3	4
	Private	0	0	38	14	41	15	8	3	8	3
Helping Students to Explore Their Motives, Attitudes, and Beliefs	Public	1	1	49	73	42	63	6	9	1	1
	Private	3	1	49	18	38	14	5	2	3	1
Reinforcing Learning	Public	1	2	43	64	49	73	5	8	0	0
	Private	5	2	35	13	51	19	5	2	3	1

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 6 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Utilizing Group Process Skills	Public	2	3	44	65	46	69	7	10	0	0
	Private	5	2	54	20	32	12	5	2	3	1
Creating an Environment in Which Students Assume Responsibility for Their Own Learning	Public	1	1	24	36	58	87	15	22	0	0
	Private	3	1	27	10	43	16	22	8	3	1
Providing Opportunities for Students to Relate Their Learning to Their Own Personal Growth and Development	Public	0	0	35	52	52	78	10	15	1	1
	Private	0	0	27	10	54	20	11	4	3	1

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7
STAFF DEVELOPMENT NEEDS IN INSTRUCTION BY SIZE OF INSTITUTION

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Writing Behavioral Objectives	0-1499	3	3	27	30	50	55	14	16	3	3
	1500-2500	0	0	23	7	46	14	30	9	0	0
	2501-5000	0	0	28	7	60	15	12	3	0	0
	5001-up	0	0	45	9	45	9	5	1	5	1
Developing Test Items	0-1499	1	1	42	47	45	50	6	7	3	3
	1500-2500	3	1	36	11	40	12	17	5	3	1
	2501-5000	0	0	40	10	52	13	8	2	0	0
	5001-up	0	0	50	10	35	7	10	2	5	1
Preparing for and/ or Making Group Presentations (lectures)	0-1499	2	2	59	66	30	33	5	5	2	2
	1500-2500	0	0	79	24	13	4	7	2	0	0
	2501-5000	0	0	72	18	24	6	4	1	0	0
	5001-up	0	0	85	17	10	2	5	1	0	0
Developing Audio-Tutorial Learning Materials	0-1499	4	4	25	28	50	55	19	21	2	2
	1500-2500	0	0	30	9	43	13	26	8	0	0
	2501-5000	0	0	20	5	64	16	16	4	0	0
	5001-up	0	0	50	10	40	8	10	2	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Preparing for and/ or Conducting Small Group Seminars	0-1499	0	0	58	64	33	37	3	3	1	1
	1500-2500	0	0	69	21	23	7	3	1	3	1
	2501-5000	0	0	56	14	40	10	4	1	0	0
	5001-up	0	0	75	15	20	4	5	1	0	0
Utilizing Cognitive Mapping	0-1499	15	17	14	16	41	45	17	19	7	8
	1500-2500	17	5	13	4	53	16	17	5	0	0
	2501-5000	8	2	12	3	52	13	20	5	4	1
	5001-up	5	1	25	5	55	11	10	2	5	1
Utilizing Differential Staffing	0-1499	2	2	24	27	38	42	7	8	23	25
	1500-2500	0	0	30	9	36	11	23	7	10	3
	2501-5000	0	0	40	10	36	9	12	3	12	3
	5000-up	0	0	30	6	50	10	5	1	15	3
Developing and Using Individualized Instructional Materials	0-1499	1	1	25	28	51	57	18	20	2	2
	1500-2500	0	0	26	8	43	13	26	8	3	1
	2501-5000	0	0	40	10	48	12	12	3	0	0
	5001-up	0	0	45	9	55	11	0	0	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Selecting, Developing, and Utilizing Multi-Media Instructional Activities	0-1499	3	3	26	29	50	56	19	21	1	1
	1500-2500	0	0	23	7	59	18	17	5	0	0
	2501-5000	0	0	24	6	52	13	16	4	4	1
	5001-up	0	0	55	11	40	8	5	1	0	0
Application of Learning Principles to Instruction	0-1499	1	1	38	42	45	50	11	12	2	2
	1500-2500	0	0	40	12	33	10	26	8	0	0
	2501-5000	0	0	40	10	48	12	12	3	0	0
	5001-up	0	0	50	10	35	7	15	3	0	0
Developing Better Course Outlines	0-1499	0	0	55	61	32	36	8	9	1	1
	1500-2500	0	0	53	16	33	10	13	4	0	0
	2501-5000	0	0	48	12	44	11	8	2	0	0
	5001-up	0	0	65	13	20	4	15	3	0	0
Evaluating the Effectiveness of Various Instructional Strategies	0-1499	1	1	10	11	61	68	23	26	1	1
	1500-2500	0	0	13	4	40	12	46	14	0	0
	2501-5000	0	0	20	5	60	15	20	5	0	0
	5001-up	0	0	30	6	45	9	25	5	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Obtaining Research	0-1499	3	3	29	32	44	49	16	18	5	5
Findings on	1500-2500	0	0	10	3	59	18	23	7	3	1
Teaching/Learning	2501-5000	0	0	24	6	56	14	20	5	0	0
	5001-up	0	0	35	7	35	7	25	5	5	1
Conducting Research	0-1499	2	2	21	23	44	49	12	13	15	17
Related to	1500-2500	0	0	23	7	53	16	10	3	13	4
Teaching/Learning	2501-5000	0	0	24	6	52	13	20	5	4	1
	5001-up	0	0	20	4	35	7	20	4	15	3
Applying Research	0-1499	2	2	18	20	53	59	18	20	5	5
Findings on	1500-2500	0	0	13	4	59	18	26	8	0	0
Teaching/Learning	2501-5000	0	0	12	3	60	15	28	7	0	0
	5001-up	0	0	25	5	55	11	15	3	5	1
Determining Course	0-1499	1	1	64	71	24	27	7	8	1	1
Content	1500-2500	0	0	63	19	30	9	7	2	0	0
	2501-5000	0	0	64	16	36	9	0	0	0	0
	5001-up	0	0	80	16	20	4	0	0	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Developing Programs for Disadvantaged Students	0-1499	0	0	34	38	34	38	17	19	9	10
	1500-2500	0	0	30	9	40	12	26	8	3	1
	2501-5000	0	0	28	7	52	13	20	5	0	0
	5001-up	0	0	45	9	40	8	15	3	0	0
Structuring Inter-disciplinary Learning Experience	0-1499	3	3	28	31	51	57	11	12	5	5
	1500-2500	0	0	26	8	59	18	10	3	3	1
	2501-5000	0	0	28	7	60	15	8	2	4	1
	5001-up	0	0	50	10	30	6	20	4	0	0
Academic Advising	0-1499	4	4	53	59	32	35	9	10	2	2
	1500-2500	0	0	53	16	30	9	17	5	0	0
	2501-5000	0	0	52	13	40	10	8	2	0	0
	5001-up	0	0	55	11	25	5	20	4	0	0
Creating a Classroom Environment in Which Students Feel Free to Share Ideas and Questions	0-1499	1	1	66	73	25	28	4	4	1	1
	1500-2500	0	0	66	20	26	8	7	2	0	0
	2501-5000	0	0	60	15	40	10	0	0	0	0
	5001-up	0	0	90	18	10	2	0	0	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Solving Problems Related to Managing Individualized Instruction:											
(a) Student Attendance	0-1499	0	0	41	45	34	38	12	13	5	6
	1500-2500	0	0	26	8	50	15	17	5	7	2
	2501-5000	0	0	28	7	56	14	4	1	4	1
	5001-up	0	0	45	9	45	9	5	1	0	0
(b) Student Motivation	0-1499	0	0	18	20	57	63	14	16	5	5
	1500-2500	0	0	20	6	53	16	20	6	7	2
	2501-5000	0	0	12	3	76	19	8	2	4	1
	5001-up	0	0	40	8	45	9	10	2	0	0
(c) Accommodating Differential Learning Rates	0-1499	1	1	14	16	56	62	19	21	5	6
	1500-2500	0	0	20	6	46	14	26	8	7	2
	2501-5000	0	0	16	4	56	14	24	6	4	1
	5001-up	0	0	35	7	35	7	25	5	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
(d) Scheduling	0-1499	4	4	45	50	33	37	11	12	5	5
	1500-2500	0	0	46	14	30	9	17	5	7	2
	2501-5000	0	0	44	11	52	13	0	0	4	1
	5001-up	0	0	55	11	30	6	10	2	0	0
(e) Orienting Students	0-1499	0	0	27	30	50	55	14	16	4	4
	1500-2500	0	0	33	10	43	13	17	5	7	2
	2501-5000	0	0	12	3	80	20	4	1	4	1
	5001-up	0	0	35	7	55	11	5	1	0	0
(f) Developing Appropriate Grading Systems	0-1499	0	0	47	52	36	40	9	10	4	4
	1500-2500	0	0	36	11	36	11	20	6	7	2
	2501-5000	0	0	20	5	72	18	4	1	4	1
	5001-up	0	0	50	10	30	6	15	3	0	0
Helping Students to Explore Their Motives, Attitudes, and Beliefs	0-1499	2	2	46	51	41	46	6	7	2	2
	1500-2500	0	0	53	16	36	11	10	3	0	0
	2501-5000	0	0	44	11	56	14	0	0	0	0
	5001-up	0	0	65	13	30	6	5	1	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 7 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Reinforcing Learning	0-1499	4	4	38	42	52	58	4	4	1	1
	1500-2500	0	0	40	12	43	13	17	5	0	0
	2501-5000	0	0	52	13	48	12	0	0	0	0
	5001-up	0	0	50	10	45	9	5	1	0	0
Utilizing Group Process Skills	0-1499	5	5	44	49	42	47	7	8	1	1
	1500-2500	0	0	43	13	50	15	7	2	0	0
	2501-5000	0	0	40	10	60	15	0	0	0	0
	5001-up	0	0	65	13	20	4	10	2	0	0
Creating an Environment in Which Students Assume Responsibility for Their Own Learning	0-1499	2	2	26	29	53	59	15	17	1	1
	1500-2500	0	0	26	8	53	16	20	6	0	0
	2501-5000	0	0	16	4	68	17	16	4	0	0
	5001-up	0	0	25	5	55	11	15	3	0	0
Providing Opportunities for Students to Relate Their Learning to Their Own Personal Growth and Development	0-1499	0	0	32	35	56	62	8	9	1	1
	1500-2500	0	0	50	15	33	60	17	5	0	0
	2501-5000	0	0	24	6	60	15	12	3	4	1
	5001-up	0	0	30	6	55	11	10	2	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 8
ADMINISTRATIVE STAFF DEVELOPMENT NEEDS
ALL INSTITUTIONS

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Implementing MBO (Management by Objectives)	3	6	17	32	54	101	17	31	5	9
Supervising and Evaluating Staff	1	1	29	53	47	88	21	39	0	0
Participative Management	3	5	36	66	47	87	10	19	2	4
Implementing and Facilitating Innovation and Change	1	1	31	57	51	94	18	33	0	0
Setting Goals	0	0	40	75	41	76	16	30	0	0
Planning and Conducting Faculty/Staff Orientation	0	0	40	74	47	88	10	18	1	1
Conducting Institutional Research as Basis for Decision-Making	1	2	26	49	50	93	17	31	2	4

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 8 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Working Effectively with Board of Trustees	0	0	60	112	19	35	6	11	11	20
Utilizing Curriculum Advisory Committees Effectively	0	0	50	92	38	70	8	15	2	3
Conducting Meetings	0	0	75	139	17	32	3	6	1	1
Dealing with Conflict	0	0	52	96	37	68	8	14	1	1
Human Relations Skills	0	0	47	88	42	78	7	13	0	0
Using PPBES	5	9	28	52	44	81	13	24	7	13
Communication Skills (Internal, External, Written, Oral, Nonverbal)	0	0	50	92	40	74	7	13	0	0
Delegating Authority and Responsibility	0	0	51	95	38	70	8	14	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 8 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Implementing Systems Approach to Instruction	3	5	18	34	52	96	13	24	10	19
Collecting and Using Data Properly	0	0	36	66	50	92	10	18	1	1
Conducting Cost Studies	0	0	40	75	38	71	16	29	3	5
Budgeting—Developing, Controlling, and Implementing	1	1	47	87	36	67	12	22	1	2
Planning and Conducting In-Service Staff Development	0	0	30	55	49	91	17	32	1	2
Recruiting and Selecting Faculty	0	0	79	146	13	24	3	5	1	1
Planning	0	0	41	76	43	79	13	25	0	0
Using Time Effectively	0	0	44	81	40	75	10	18	2	3

Response on some items may total less than 100 due to a 'no response' element on those items

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 8 (cont'd)

Need [a]	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
	%	N	%	N	%	N	%	N	%	N
Bargaining Skills	1	2	30	56	26	49	13	24	25	46
Collecting and Using Data Regarding Educational Services Needed by the Community	0	0	28	52	50	92	13	24	5	10

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 9
ADMINISTRATIVE STAFF DEVELOPMENT NEEDS
PUBLIC VS. PRIVATE INSTITUTIONS

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Implementing MBO (Management by Objectives)	Public	2	3	15	23	57	85	17	25	5	7
	Private	8	3	24	9	43	16	16	6	5	2
Supervising and Evaluating Staff	Public	0	0	29	43	45	67	23	35	0	0
	Private	3	1	27	10	57	21	11	4	0	0
Participative Management	Public	3	4	34	50	49	73	9	14	2	3
	Private	3	1	43	16	38	14	14	5	3	1
Implementing and Facilitating Innovation and Change	Public	0	0	29	44	52	77	18	27	0	0
	Private	3	1	35	13	46	17	16	6	0	0
Setting Goals	Public	0	0	38	57	44	65	16	24	0	0
	Private	0	0	49	18	30	11	16	6	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] Some of these items have been shortened to fit into the table. See questionnaire for original wording.

TABLE 9 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Planning and Conducting Faculty/Staff Orientation	Public	0	0	39	58	49	73	9	14	1	1
	Private	0	0	43	16	41	15	11	4	0	0
Conducting Institutional Research as Basis for Decision Making	Public	1	1	28	42	49	73	17	25	2	3
	Private	3	1	19	7	54	20	16	6	3	1
Working Effectively with Board of Trustees	Public	0	0	60	90	19	28	4	6	13	19
	Private	0	0	59	22	19	7	14	5	3	1
Utilizing Curriculum Advisory Committees Effectively	Public	0	0	56	77	36	54	8	12	2	3
	Private	0	0	41	15	43	16	8	3	0	0
Conducting Meetings	Public	0	0	75	112	17	25	3	5	1	1
	Private	0	0	73	27	19	7	3	1	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 9 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Dealing with Conflict	Public	0	0	52	78	37	55	7	11	0	0
	Private	0	0	49	18	35	13	8	3	3	1
Human Relations Skills	Public	0	0	46	69	43	64	7	11	0	0
	Private	0	0	51	19	38	14	5	2	0	0
Using PPBES	Public	4	6	29	43	46	69	11	17	7	10
	Private	8	3	24	9	32	12	19	7	8	3
Communication Skills (Internal, External, Written, Oral, Nonverbal)	Public	0	0	51	76	39	59	7	10	0	0
	Private	0	0	43	16	41	15	8	3	0	0
Delegating Authority and Responsibility	Public	0	0	52	78	36	54	8	12	0	0
	Private	0	0	46	17	43	16	5	2	0	0
Implementing Systems Approach to Instruction	Public	1	2	19	28	54	80	13	19	10	15
	Private	8	3	16	6	43	16	14	5	11	4

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] Some of these items have been shortened to fit into the table. See questionnaire for original wording.

TABLE 9 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Collecting and Using Data Properly	Public	0	0	37	56	48	72	9	14	1	1
	Private	0	0	27	10	54	20	11	4	0	0
Conducting Cost Studies	Public	0	0	42	63	39	58	13	20	3	4
	Private	0	0	32	12	32	12	24	9	3	1
Budgeting—Developing, Controlling, and Implementing	Public	1	1	49	74	36	54	10	15	1	1
	Private	0	0	35	13	35	13	19	7	3	1
Planning and Conducting In-Service Staff Development	Public	0	0	29	43	49	74	18	27	1	1
	Private	0	0	32	12	46	17	14	5	3	1
Recruiting and Selecting Faculty	Public	0	0	81	121	13	19	2	3	0	0
	Private	0	0	68	25	14	5	5	2	3	1

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 9 (cont'd)

Need [a]		Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Planning	Public	0	0	42	63	42	63	13	19	0	0
	Private	0	0	35	13	43	16	16	6	0	0
Using Time Effectively	Public	0	0	45	67	42	63	9	13	0	0
	Private	0	0	38	14	32	12	14	5	8	3
Bargaining Skills	Public	1	2	32	48	31	47	12	18	19	28
	Private	0	0	22	8	5	2	16	6	49	18
Collecting and Using Data Regarding Educational Services Needed by the Community	Public	0	0	31	46	51	76	13	20	1	2
	Private	0	0	16	6	43	16	11	4	22	8

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10
ADMINISTRATIVE STAFF DEVELOPMENT NEEDS
BY SIZE OF INSTITUTION

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Implementing MBO	0-1499	4	4	16	18	52	58	17	19	5	6
(Management by Objectives)	1500-2500	0	0	13	4	63	19	20	6	1	1
	2501-5000	4	1	28	7	52	13	16	4	0	0
	5001-up	5	1	15	3	55	11	10	2	10	2
Supervising and	0-1499	1	1	28	31	50	56	17	19	0	0
Evaluating Staff	1500-2500	0	0	30	9	40	12	30	9	0	0
	2501-5000	0	0	24	6	56	14	20	5	0	0
	5001-up	0	0	35	7	30	6	30	6	0	0
Participative Management	0-1499	3	3	36	40	44	49	10	11	4	4
	1500-2500	0	0	26	8	59	18	13	4	0	0
	2501-5000	4	1	32	8	52	13	12	3	0	0
	5001-up	5	1	50	10	35	7	5	1	0	0
Implementing and	0-1499	1	1	33	37	50	55	15	17	0	0
Facilitating Innovation	1500-2500	0	0	23	7	50	15	26	8	0	0
and Change	2501-5000	0	0	24	6	52	13	24	6	0	0
	5001-up	0	0	35	7	55	11	10	2	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Setting Goals	0-1499	0	0	42	47	37	41	16	18	0	0
	1500-2500	0	0	30	9	40	12	30	9	0	0
	2501-5000	0	0	44	11	44	11	12	3	0	0
	5001-up	0	0	40	8	60	12	0	0	0	0
Planning and Conducting Faculty/Staff Orientation	0-1499	0	0	42	47	46	51	7	8	0	0
	1500-2500	0	0	36	11	43	13	17	5	3	1
	2501-5000	0	0	32	8	64	16	4	1	0	0
	5001-up	0	0	40	8	40	8	20	4	0	0
Conducting Institutional Research as Basis for Decision Making	0-1499	2	2	21	23	52	58	16	18	4	4
	1500-2500	0	0	36	11	33	10	30	9	0	0
	2501-5000	0	0	28	7	68	17	4	1	0	0
	5001-up	0	0	40	8	40	8	15	3	0	0
Working Effectively with Board of Trustees	0-1499	0	0	57	63	21	23	8	9	9	10
	1500-2500	0	0	63	19	20	6	3	1	13	4
	2501-5000	0	0	60	15	20	5	0	0	16	4
	5001-up	0	0	75	15	5	1	5	1	10	2

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Utilizing Curriculum Advisory Committees Effectively	0-1499	0	0	41	46	41	46	9	10	3	3
	1500-2500	0	0	59	18	30	9	10	3	0	0
	2501-5000	0	0	64	16	32	8	4	1	0	0
	5001-up	0	0	60	12	35	7	5	1	0	0
Conducting Meetings	0-1499	0	0	72	80	16	18	5	5	1	1
	1500-2500	0	0	79	24	13	4	3	1	0	0
	2501-5000	0	0	72	18	28	7	0	0	0	0
	5001-up	0	0	85	17	15	3	0	0	0	0
Dealing with Conflict	0-1499	0	0	56	62	31	34	7	8	1	1
	1500-2500	0	0	46	14	40	12	13	4	0	0
	2501-5000	0	0	40	10	56	14	4	1	0	0
	5001-up	0	0	50	10	40	8	5	1	0	0
Human Relations Skills	0-1499	0	0	50	56	41	45	5	5	0	0
	1500-2500	0	0	33	10	46	14	17	5	0	0
	2501-5000	0	0	52	13	40	10	8	2	0	0
	5001-up	0	0	45	9	45	9	5	1	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Using PPBES	0-1499	5	6	24	27	44	49	14	15	6	7
	1500-2500	0	0	26	8	36	11	23	7	13	4
	2501-5000	8	2	32	8	48	12	8	2	4	1
	5001-up	5	1	45	9	45	9	0	0	5	1
Communication Skills (Internal, External, Written, Oral, Nonverbal)	0-1499	0	0	44	49	44	49	5	6	0	0
	1500-2500	0	0	59	18	30	9	10	3	0	0
	2501-5000	0	0	44	11	44	11	12	3	0	0
	5001-up	0	0	70	14	25	5	5	1	0	0
Delegating Authority and Responsibility	0-1499	0	0	59	54	40	44	6	7	0	0
	1500-2500	0	0	43	13	40	12	17	5	0	0
	2501-5000	0	0	56	14	36	9	8	2	0	0
	5001-up	0	0	70	14	25	5	0	0	0	0
Implementing Systems Approach to Instruction	0-1499	4	4	19	21	59	54	12	13	11	12
	1500-2500	0	0	17	5	46	14	26	8	10	3
	2501-5000	0	0	24	6	64	16	8	2	4	1
	5001-up	5	1	10	2	60	12	5	1	15	3

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Collecting and Using Data Properly	0-1499	0	0	33	37	50	55	9	10	1	1
	1500-2500	0	0	30	9	53	16	17	5	0	0
	2501-5000	0	0	40	10	52	13	8	2	0	0
	5001-up	0	0	50	10	40	8	5	1	0	0
Conducting Cost Studies	0-1499	0	0	39	43	32	36	18	20	5	5
	1500-2500	0	0	36	11	40	12	23	7	0	0
	2501-5000	0	0	40	10	56	14	4	1	0	0
	5001-up	0	0	55	11	40	8	5	1	0	0
Budgeting—Developing, Controlling, and Implementing	0-1499	0	0	40	44	40	44	13	14	2	2
	1500-2500	0	0	53	16	26	8	20	6	0	0
	2501-5000	4	1	48	12	44	11	4	1	0	0
	5001-up	0	0	25	15	20	4	5	1	0	0
Planning and Conducting In-Service Staff Development	0-1499	0	0	27	30	50	56	15	17	2	2
	1500-2500	0	0	40	12	33	10	26	8	0	0
	2501-5000	0	0	24	6	60	15	16	4	0	0
	5001-up	0	0	35	7	50	10	15	3	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Recruiting and Selecting Faculty	0-1499	0	0	75	83	15	17	2	2	1	1
	1500-2500	0	0	92	28	0	0	7	2	0	0
	2501-5000	0	0	80	20	20	5	0	0	0	0
	5001-up	0	0	75	15	10	2	5	1	0	0
Planning	0-1499	0	0	41	46	41	45	13	14	0	0
	1500-2500	0	0	36	11	40	12	23	7	0	0
	2501-5000	0	0	32	8	52	13	16	4	0	0
	5001-up	0	0	55	11	45	9	0	0	0	0
Using Time Effectively	0-1499	0	0	42	47	39	43	9	10	3	3
	1500-2500	0	0	40	12	43	13	17	5	0	0
	2501-5000	0	0	40	10	48	12	8	2	0	0
	5001-up	0	0	60	12	35	7	5	1	0	0
Bargaining Skills	0-1499	1	1	19	21	25	28	15	17	33	37
	1500-2500	3	1	40	12	33	10	13	4	10	3
	2501-5000	0	0	44	11	32	8	12	3	12	3
	5001-up	0	0	60	12	15	3	0	0	15	3

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 10 (cont'd)

Need [a]	Size	Not Familiar With Item		Staff Abilities Acceptable		We Need Some Assistance		Critical Need		Not Applicable	
		%	N	%	N	%	N	%	N	%	N
Collecting and Using Data	0-1499	0	0	21	23	50	55	14	16	9	10
Regarding Educational	1500-2500	0	0	33	10	46	14	20	6	0	0
Services Needed by	2501-5000	0	0	32	8	60	15	8	2	0	0
the Community	5001-up	0	0	55	11	40	8	0	0	0	0

Response on some items may total less than 100 due to a 'no response' element on those items.

[a] *Some of these items have been shortened to fit into the table. See questionnaire for original wording.*

TABLE 11
PREFERRED DURATION FOR OFF-CAMPUS STAFF DEVELOPMENT

	Preference Ranking						
	1st Preference		2nd Preference		3rd Preference		Totals
Time Configuration	N	%	N	%	N	%	(N)
Half-Day	18	10	43	27	35	22	96
One Day	88	50	45	27	22	14	155
Two-Three Days	53	30	42	27	58	37	153
One Week (Summary)	12	6	24	15	32	20	68
Two Weeks (Summary)	1	1	5	3	6	4	12
Three to Six Weeks (Summary)	2	1	0	0	3	2	5
Other [a]	3	2	1	1	2	1	6
Totals	177	100	160	100	158	100	

[a] *See Appendix D, item 66, for write-in answers on this item.*

TABLE 12
MOST FEASIBLE WAYS TO ACQUIRE SKILLS IDENTIFIED BY PRESENT STUDY

	Feasibility Ranking						
	Most Feasible		Next Most Feasible		3rd Most Feasible		Totals
Ways	N	%	N	%	N	%	(N)
Short-Term Workshops	133	72	35	20	11	7	179
Materials (e.g., films, books)	15	8	34	20	83	51	132
Consultants' Visits to Campus	31	17	87	51	44	27	162
Graduate Classes on Campus	5	3	16	9	25	15	46
Totals	184	100	172	100	163	100	

APPENDIX B:

FIGURES

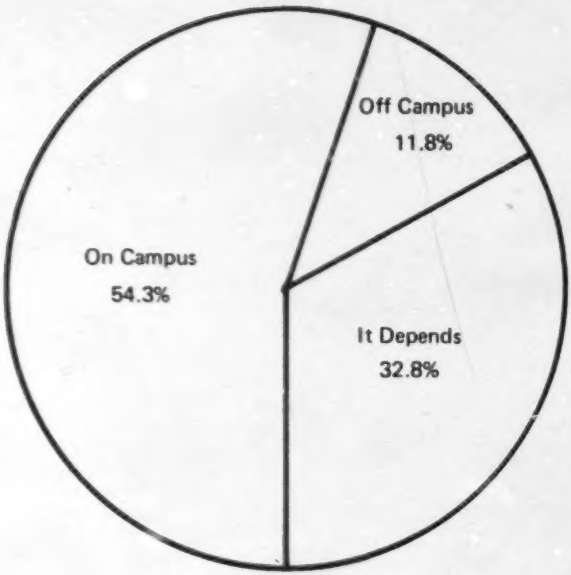

FIGURE 1

Preferred Training Site for Staff Development

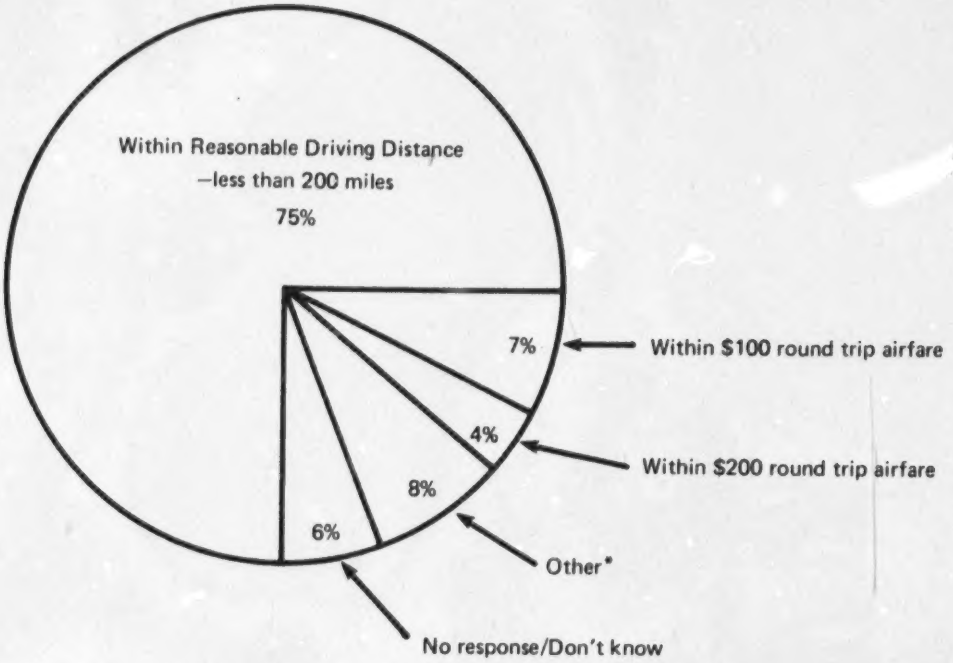

FIGURE 2

Average Distance Willing to Travel for Off-Campus Staff Development

** See Appendix D, item 61, for write-in answers to this category.*

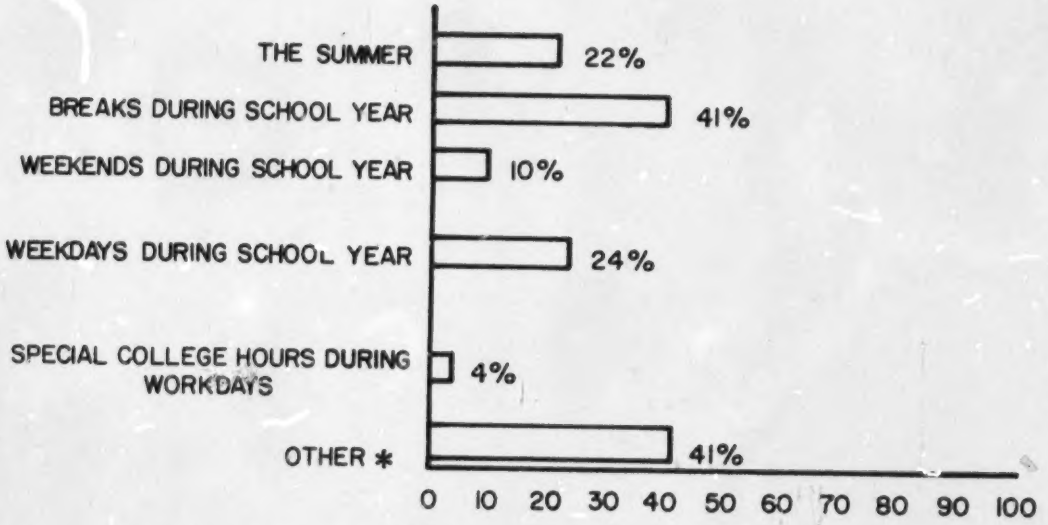

FIGURE 3

Best Time for Off-Campus Faculty Staff Development

**See Appendix D, item 62, for write-in answers to this item.*

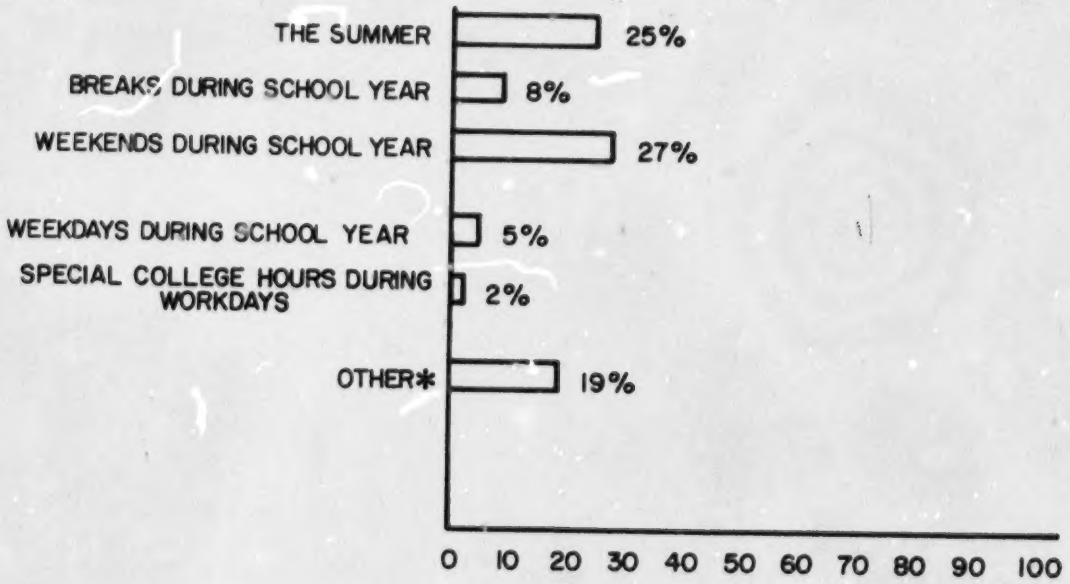

FIGURE 4

Best Time for Off-Campus Administrative Staff Development

* *See Appendix D, item 63, for write-in answers on this item.*

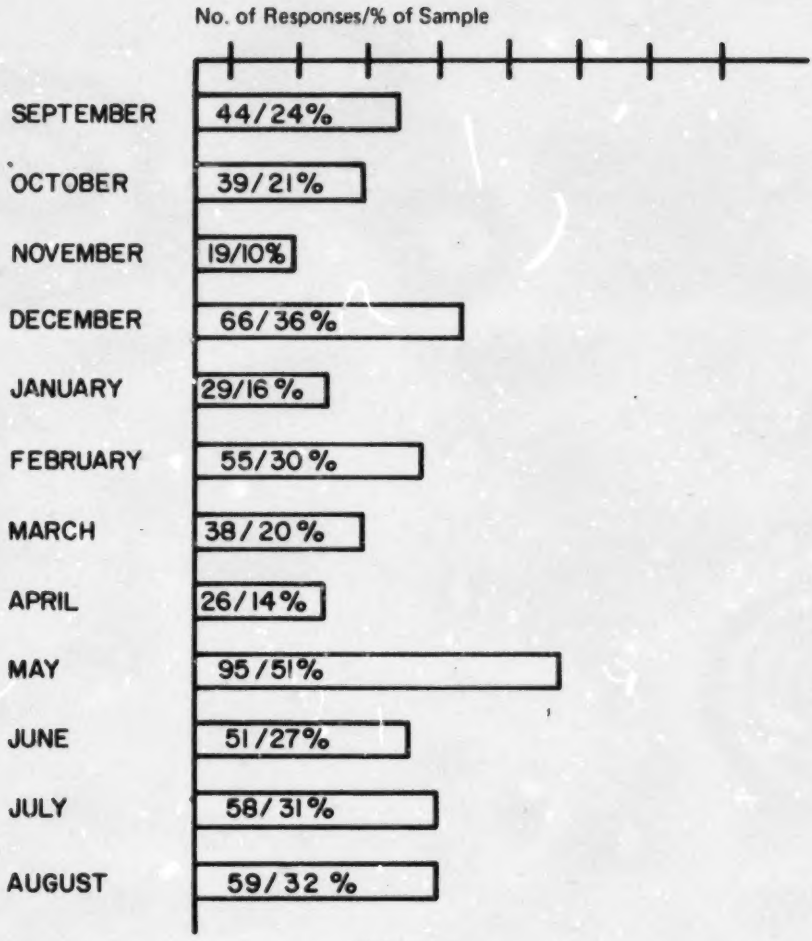

FIGURE 5

Convenient Months for Workshop Activities

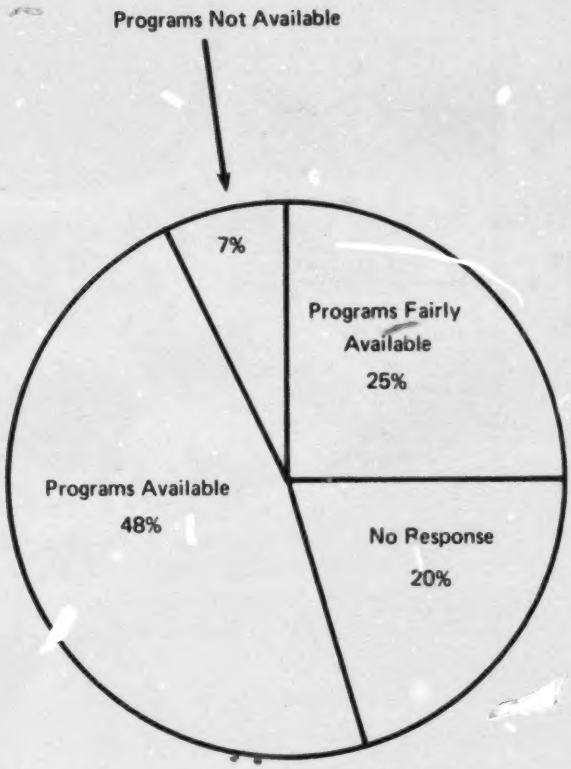

FIGURE 6

Current Availability of Staff Development Programs*

** See Appendix D, item 64, for write-in comments on this item.*

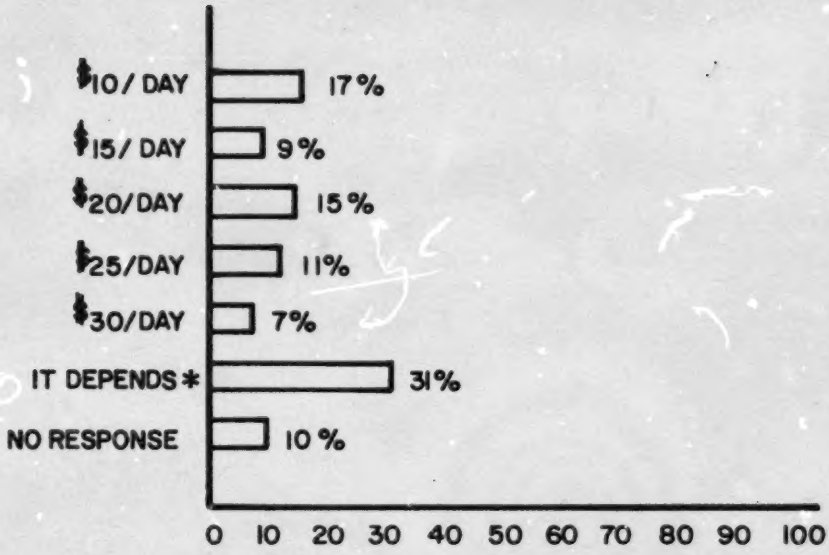

FIGURE 7

Maximum Allowable Daily Cost per Participant for Staff Development

** See Appendix D, item 68, for write-in responses on this item..*

APPENDIX C: QUESTIONNAIRE

COMMUNITY COLLEGE STAFF DEVELOPMENT NEEDS ASSESSMENT SURVEY

COMMUNITY COLLEGE STAFF DEVELOPMENT
NEEDS ASSESSMENT SURVEY

Listed below are a number of areas of possible staff development needs. Using the legend shown, please indicate the extent to which you feel each reflects a need at your institution. Space has been provided to include items other than those shown.

If you wish to make a comment about a particular item, please use the back of the page for that purpose.

SECTION I: AREAS OF POSSIBLE STAFF DEVELOPMENT NEEDS RELATED TO COMMUNITY COLLEGE INSTRUCTIONAL ACTIVITIES

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
1) Writing behavioral objectives					
2) Developing test items					
3) Preparing for and/or making group presentations (lectures)					
4) Developing audio-tutorial learning materials					
5) Preparing for and/or conducting small group seminars					

	Not familiar with item	Staff abilities acceptable at present	We need <u>some</u> assistance	Critical need for us at present	Not applicable to us
6) Utilizing cognitive mapping (learning styles)					
7) Utilizing differentiated staffing (paraprofessionals)					
8) Developing and using individualized instructional materials					
9) Selecting/developing and utilizing multi-media instructional activities					
10) Application of learning principles to instruction					
11) Developing better course outlines					
12) Evaluating the effectiveness of various instructional strategies					

	Not familiar with item	Staff abilities acceptable at present	We need <u>some</u> assistance	Critical need for us at present	Not applicable to us
13) Applying research findings on teaching/learning					
14) Obtaining research findings on teaching/learning					
15) Determining content for courses (course and curriculum development)					
16) Conducting research related to teaching/learning					
17) Developing programs for disadvantaged students					
18) Solving problems related to managing individualized instruction, specifically: a) student attendance					

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
b) student motivation					
c) accommodating differential learning rates					
d) scheduling					
e) orienting students to individualized instruction					
f) developing appropriate grading systems					
g) other _____					
19) Structuring interdisciplinary learning experiences for students					
20) Academic advising of students					

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
21) Creating a classroom environment in which students feel free to share ideas and questions					
22) Helping students to explore their motives, attitudes, and beliefs					
23) Reinforcing student learning					
24) Utilizing group process skills in class discussion					
25) Creating an environment in which students assume responsibility for their own learning					
26) Providing opportunities for students to relate their learning to their own personal growth and development					

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
27) Other needs falling under the general area of teaching/learning but not included are: a) _____ b) _____ c) _____					

SECTION II: AREAS OF POSSIBLE STAFF DEVELOPMENT RELATED TO THE UNIQUE ROLE OF THE COMMUNITY COLLEGE

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
28) Knowledge of characteristics and needs of students attending community colleges					
29) Knowledge about multi-purposes of the community college, specifically: a) community services					

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
b) transfer education					
c) adult and continuing education					
d) general education					
e) remedial and developmental programs					
f) vocational-technical education					
30) Purpose for and implications of open-door philosophy					
31) Need for guidance and counseling					

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
32) The historical role of the community college and its place in American higher education					
33) Other--related to the unique role of community colleges a)_____					
b)_____					

SECTION III: AREAS OF POSSIBLE STAFF DEVELOPMENT NEEDS RELATED TO ADMINISTRATION

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
34) Implementing MBO (management-by-objectives)					
35) Supervising and evaluating staff					
36) Participative management					

		Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
37)	Implementing and facilitating innovation and change					
38)	Setting of goals					
39)	Planning and conducting faculty/staff orientation programs					
40)	Conducting institutional research studies which yield the basis for decision-making					
41)	Working effectively with board of trustees					
42)	Utilizing curriculum advisory committees effectively					
43)	Conducting meetings					
44)	Dealing with conflict					

	Not familiar with item	Staff abilities acceptable at present	need some assistance	Critical need for us at present	Not applicable to us
45) Human relations skills					
46) Using PPBES (planning, programming, budgeting, evaluating systems)					
47) Communication skills (internal, external, written, oral, nonverbal)					
48) Delegating authority and responsibility					
49) Implementing systems approach to instruction					
50) Collecting and using data properly					
51) Conducting cost studies					

		Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
52)	Budgeting -- developing, controlling, and implementing					
53)	Planning and conducting in-service staff development programs					
54)	Recruiting and selecting faculty					
55)	Planning: short- and long-range					
56)	Using time effectively					
57)	Working with collective bargaining					
58)	Collecting and using data regarding educational services needed by the community					

	Not familiar with item	Staff abilities acceptable at present	We need some assistance	Critical need for us at present	Not applicable to us
59) Other administrative competencies a)_____					
b)_____					

SECTION IV: CONSIDERATIONS REGARDING STAFF DEVELOPMENT TRAINING

Listed below are a number of questions related to staff development. Check only one response under each number unless otherwise requested.

60) When considering workshops/programs to meet the perceived in-service needs of your college, where would the preferable site be?

_____ a) on campus
_____ b) off campus
_____ c) it depends

61) For *off-campus* programs, what would be the furthest distance staff would normally travel?

_____ a) within reasonable driving distance (less than 200 miles)
_____ b) within $100 round trip air fare
_____ c) within $200 round trip air fare
_____ d) other _____

62) For greatest participation the best time for *off-campus faculty* staff development activities is:

_____ a) the summer
_____ b) breaks during the school year
_____ c) weekends during the school year
_____ d) week days during the school year
_____ e) special college hours during work days
_____ f) other – (please describe)

_____

_____

63) For greatest participation the best time for *off-campus administrator* staff development activities is:

_____ a) the summer
_____ b) breaks during the school year
_____ c) weekends during the school year
_____ d) week days during the school year
_____ e) special college hours during work days
_____ f) other – (please describe)

_____

_____

64) Are workshops/programs to meet your staff development needs currently available?

_____ a) yes
_____ b) fairly available
_____ c) no
_____ d) comment: _____

_____

65) Rank the *three* most feasible ways for your staff to acquire the skills you previously identified in this survey, with "1" being the most feasible.

_____ a) short-term workshops
_____ b) materials, e.g., films, books, etc.
_____ c) consultants' visits to campus
_____ d) graduate classes on campus

66) Rank the *three* most favorable time configurations for *off-campus* staff development workshops, with "1" being the most preferable.

_____ a) 1/2 day
_____ b) 1 day
_____ c) 2-3 days
_____ d) 1 week (summer)
_____ e) 2 weeks (summer)
_____ f) 3 to 6 weeks (summer)
_____ g) other: (please explain)

_____

_____

67) Please mark those months of the year which are particularly *convenient* for workshop activities.

_____	a)	September	_____	g)	March
_____	b)	October	_____	h)	April
_____	c)	November	_____	i)	May
_____	d)	December	_____	j)	June
_____	e)	January	_____	k)	July
_____	f)	February	_____	l)	August

68) For *off-campus* programs is there a maximum average cost per day (not including per diem), per participant, above which you would normally not pay? (Assume that most workshops would last for less than five days.)

_____ a) $10/day
_____ b) $15/day
_____ c) $20/day
_____ d) $25/day
_____ e) $30/day
_____ f) it depends (explain)

_____

_____

69) Your institution is:

_____ a) public
_____ b) private

70) The size of your enrollment (full-time – fall 1975) is:

_____ a) 0-1499
_____ b) 1500-2500
_____ c) 2501-5000
_____ d) 5001-up

71) Your title is:

_____ President
_____ Other, please explain: _____

72) Your name is: _____

73) The name and address of your institution is:

_____

_____

_____

_____

APPENDIX D:

ANSWERS TO OPEN-ENDED QUESTIONS

COMMUNITY COLLEGE STAFF DEVELOPMENT NEED ASSESSMENT SURVEY

Answers to open-ended questions entitled, "other"

18. (Part G) Breaking down concepts of calendar.
Your choices permit only two degrees of need. As a result, some items marked "some assistance" are greater than others, but certainly not "critical."
Credit contact hours generated.
Faculty acceptance of individualized learning.
Motivating instructors.

27. Utilization of small staff to achieve all of above.
Faculty self evaluation and faculty development.
Physical plant.
Test construction and computer-assisted instruction.
Alternative strategies.
Frankly, I think we do reasonably well in the majority of these items; however, I also believe we can use any constructive help.
Applications of motivational theory to learning.
Tutoring, remedial studies, and faculty evaluation.
Criterion-referenced testing.
Competency-based learning.
Study techniques.
Teaching and course evaluation.
Management of time.
Motivating faculty to be concerned about teaching/learning versus subject matter.
Teacher evaluation.
Familiarity with philosophy of community colleges, sharing new ideas, cooperative program planning.

33. Geriatrics; utilizing resources of a city.
Needs assessment.
Community education, cooperative education.
Life-time learning (note: I think they mean life-long learning).
Relationship to vocational-technical high school.

59. Risk-taking, developing subordinates as leaders without fear.
Delegation of authority.
Computerizing business services.
State and local cooperation.

61. (Part D) Very local.
We have no travel money for staff.
Reasonable driving distance – 75 miles – just so it is a one-day trip, not overnight.
Dependent upon program.
Commuting distance.
If frequent – 16 miles max.mum.
Within 50 miles.
Within the state.
No limit – depends on need and justification.
Within state.

Less than 25 miles.
Depends on a number of factors.
Within New York City.
Distance a fraction of program worth.
None.

62. (Part F) Modular calendar with reading weeks – these weeks make excellent time.
Friday or Saturday.
Staggered throughout the twelve-month period.
June (our project, Professional Development Month)
Anytime, if program warrants.
January (between semesters)

63. (Part F) Anytime.
Spring and summer.
Almost anytime except beginning and end of semester.
Anytime, if program warrants.

64. (Part D) Very few provided in state.
Not to any formalized or extensive degree.
Develop annually in house.
Only infrequently in this system.
A few, mostly organized locally and of a specific nature (single discipline).
Not when faculty available!
In some areas, yes; in others, no.
Opportunity to engage outside expertise for on-campus programs with minimum effort vitally needed.
Some.
Being developed.
In the process of attempting to assess this need.
In some subject areas through University of Pittsburgh Institute for Higher Education.

68. (Part F) At present, college has no funds for staff development. Faculty might pay a modest fee. System might find modest funds.
Workshops are developed under federal grants only.
State has a hard time on this – state vehicles for in-state a possibility, but out-of-state is a no-no!
Whatever can be shaken out of state.
The state would not allow money for such training except on an individual basis.
Depends on who is attending – that is, president or a new instructor in phys. ed.
Depends on budget allowance for such activity.
Depends on the number of days and number of participants.
Depends upon value back to the college.
For any worthwhile program, the college should assume all costs.
We have no set policy on this question.
It depends on location, housing, and budget.
Depends on travel funds available at the time.
Depends on program and whether readers in the topic area are utilized.
Faculty are allowed one "major expenditure" for a conference of their choice. Other short term workshops at $10. a day suggested by the administration are provided.
No arbitrary limits – depends upon condition of budget at the time.

It would depend on topic and pay off potential for our goals and needs.
We have $110. per faculty in our budget for travel and conferences. We do allow $450. a fiscal year for credit courses.
Depends on purpose of workshop – how critical it was to our needs, anticipated quality, and value.
We are flexible – faculty and staff receive $12.50 per day for meals plus hotel, conference fees, and travel.
We pay room, board, travel, plus registration fees. Registration fees should be $10.-$15. per day.
Depends on how much is available.
Board approval would be required for any payment. It would be related to the total annual budget of the college.
Cannot pay or reimburse.
I would expect the school to pay.
Depends on need and justification.
Dependent on the assumed advantage of participation.
Depends on how many, how often, and how good.
We have not had an extended off-campus program – total number of people involved, dollars available, state regulations on per diem costs, etc.
Depends on the need.
Depends on such reasonable and necessary.
Depends on department budgets.
Per diem rates differ geographically for SUNY.
We do not operate on a per diem schedule, but rather on necessary expenses. Each faculty is allocated $100 per year for travel. However, in view of current budget problems the county may be more restrictive on travel in the future.
$200. allowed each faculty member, $25. for professional membership.
We try to pay all the expenses.
State will not provide such funds.
College does not pay cost per day in this restriction budget.
Faculty education funds are provided for a department; the faculty then determine who will use funds and how funds will be used.
Depends on nature of program and number of participants.
State university generally does not pay tuition for workshops – minimal registration fees only.
Normally, cost is not a consideration. Need and topical strengths of offering are paramount.
No set maximum.
Depends on program content, lost time, etc.
Departmental budgets are fixed, thus amounts available for registration and conference fees are limited.
Depends on function of program worth and how many attend.
Not if it is a paid day. The teachers here have a guaranteed vacation plus nonstudent work days.
Depends upon financial situation, time, place, and number of persons involved as well as type of conference.
Full reimbursement possible with prior approval and if participant is currently and directly involved in developing/administering a related program.
Depends upon importance of the workshop.

APPENDIX E

COLLEGES RESPONDING

CONNECTICUT

Asnuntuck Community College
Enfield

Greater Hartford Community College
Hartford

Hartford State Technical College
Hartford

Housatonic Community College
Bridgeport

Junior College of Connecticut
University of Bridgeport
Bridgeport

Mattatuck Community College
Waterbury

Manchester Community College
Manchester

Middlesex Community College
Middletown

Mitchell College
New London

Northwestern Connecticut
Community College
Winsted

Norwalk Community College
South Norwalk

Norwalk State Technical College
Norwalk

Post Junior College
Waterbury

Quinebaug Valley Community College
Danielson

South Central Community College
New Haven

Thames Valley State Technical
College
Norwich

Tunxis Community College
Farmington

Waterbury State Technical
College
Waterbury

DELAWARE

Wesley College
Dover

MAINE

Eastern Maine Vocational-
Technical Institute
Bangor

Northern Maine Vocational-
Technical Institute
Preque Isle

Southern Maine Vocational-
Technical Institute
South Portland

University of Maine at
Augusta
Augusta

MARYLAND

Allegany Community College
Cumberland

Catonsville Community College
Catonsville

Cecil Community College
North East

Chesapeake College
Wye Mills

Community College of Baltimore
Baltimore

Dundalk Community College
Dundalk

Essex Community College
Baltimore County

Garrett Community College
McHenry

Hagerstown Junior College
Hagerstown

Harford Community College
Bel Air

Montgomery Community College
Rockville

Montgomery College
Takoma Park Campus
Takoma Park

Prince George's Community College
Largo

Villa Julie College
Stevenson

MASSACHUSETTS

Bay Path Junior College
Longmeadow

Becker-Leicester Junior College
Worcester

Berkshire Community College
Pittsfield

Bristol Community College
Fall River

Bucker Hill Community College
Charlestown

Franklin Institute of Boston
Boston

Garland Junior College
Boston

Graham Junior College
Boston

Laboure Junior College
Boston

Massachusetts Bay Community College
Watertown

Massasoit Community College
Brockton

Middlesex Community College
Bedford

Mount Ida Junior College
Newton Center

Mount Wachusett Community College
Gardner

North Shore Community College
Beverly

Northern Essex Community College
Haverhill

Quinsigamond Community College
Worchester

Roxbury Community College
Roxbury

Wentworth Institute/College of Technology
Boston

NEW HAMPSHIRE

New Hampshire Technical College
Manchester Campus
Manchester

New Hampshire Technical Institute
Concord

New Hampshire Vocational-Technical College
Claremont Campus
Claremont

New Hampshire Vocational-Technical College
Berlin

New Hampshire Vocational-Technical College
Nashua Campus
Nashua

White Pines College
Chester

NEW JERSEY

Assumption College for Sisters
Mendham

Atlantic Community College
Mays Landing

Bergen Community College
Paramus

Brookdale Community College
Lincroft

Burlington County College
Pemberton

Centenary College for Women
Hackettstown

County College of Morris
Dover

Cumberland County College
Vineland

Essex County College
Newark

Gloucester County College
Sewell

Luther College
Teaneck

Mercer County Community College
Trenton

Middlesex County College
Edison

Ocean County College
Toms River

Salem Community College
Penns Grove

Somerset County College
Somerville

Union College
Cranford

NEW YORK

Academy of Aeronautics
LaGuardia Airport
Flushing

Adirondack Community College
Glen Falls

Auburn Community College
Auburn

Bennett College
Millbrook

Borough of Manhattan Community College
City University of New York
New York

Broome Community College
Binghamton

Clinton Community College
Plattsburgh

Community College of Finger Lakes
Canandaigua

Erie Community College
City Campus
Buffalo

Erie Community College
North Buffalo

Fulton Montgomery Community College
Johnstown

Genesee Community College
Batavia

Harriman College
Harriman

Herkimer County Community College
Herkimer

Hilbert College
Hamburg

Jamestown Community College
Jamestown

Jefferson Community College
Watertown

Kingsborough Community College
Brooklyn

LaGuardia Community College
Long Island City

Maria College
Albany

Maria Regina College
Syracuse

Mater Dei College
Ogdensburg

Mohawk Valley Community College
Utica

Monroe Community College
Rochester

New York City Community College
Brooklyn

New York City Community College
New York

Niagara County Community College
Sanborn

Orange County Community College
Middletown

Paul Smiths College
Paul Smiths

Schenectady County Community College
Schenectady

State University Agricultural and Technical College
Delhi

State University of New York Agricultural and Technical College
Canton

State University of New York Agricultural and Technical College
Farmingdale

State University of New York Agricultural and Technical College
Morrisville

Staten Island Community College
Staten Island

Suffolk County Community College
Selden

Sullivan County Community College
Loch Sheldrake

Trocaire College
Buffalo

Westchester Community College
Valhalla

OHIO

Agricultural Technical Institute
The Ohio State University
Wooster

Kent State University
Ashtabula Regional Campus
Ashtabula

Belmont Technical College
St. Clairsville

Cincinnati Technical College
Cincinnati

Clark Technical College
Springfield

Columbus Technical Institute
Columbus

Community and Technical College
The University of Akron
Akron

Community and Technical College
University of Toledo
Toledo

Cuyahoga Community College
Eastern Campus
Warrensville Township

Cuyahoga Community College
Metropolitan Campus
Cleveland

Edison State College
Piqua

Hocking Technical College
Nelsonville

Lakeland Community College
Mentor

Lima Technical College
Lima

Lorain County Community College
Elyria

Lourdec College
Sylvania

Marion Technical College
Marion

Miskingum Area Technical College
Zanesville

Northwest Technical College
Archbold

Ohio University
Regional Campus
Chillicothe

Ohio University
Lancaster Campus
Lancaster

Shawnee State General and Technical College
Portsmouth

Sinclair Community College
Dayton

Southern State College
(Tri-County General and Technical College)
Sardina

Stark Technical College
Canton

University College
University of Cincinnati
Cincinnati

Washington Technical College
Marietta

PENNSYLVANIA

Allentown Campus
The Pennsylvania State University
Fogelsville

Beaver Campus
The Pennsylvania State University
Monaca

Berks Campus
The Pennsylvania State University
Reading

Bucks County Community College
Newtown

Butler County Community College
Butler

Allegheny Campus
Community College of Allegheny County
Pittsburgh

Boyce Campus
Community College of Allegheny County
Monroeville

Community College of Beaver County
Monaca

Community College of Philadelphia
Philadelphia

Cushing Junior College
Bryn Mawr

Delaware County Community College
Media

Dubois Campus
The Pennsylvania State University
Dubois

Fayette Campus
The Pennsylvania State University
Uniontown

Harcum Junior College
Bryn Mawr

Hazleton Campus
The Pennsylvania State University
Hazleton

Keystone Junior College
La Plume

Lehigh County Community College
Schnecksville

Manor Junior College
Jenkintown

Mont Alto Campus
The Pennsylvania State University
Mont Alto

Montgomery County Community College
Blue Bell

Mount Aloysius Junior College
Cresson

Northampton County Community College
Bethlehem

Pinebrook Junior College
East Stroudsburg

Reading Area Community College
Reading

Shenango Valley Campus
The Pennsylvania State University
Sharon

United Wesleyan College
Allentown

Westmoreland County
Community College
Youngwood

Wilkes-Barre Campus
The Pennsylvania State University
Reading

Williamsport Area Community
College
Williamsport

RHODE ISLAND

Rhode Island Junior College
Warwick

VERMONT

Beckley College
Beckley

Champlain College
Burlington

Community College of Vermont
Montpelier

Ethan Allen Community College
Manchester Center

Green Mountain College
Poultney

Vermont College of Norwich
University
Montpelier

Parkersburg Community College
Parkersburg

Potomac State College of
West Virginia University
Keyser

Southern West Virginia
Community College
Logan

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The Pennsylvania State University

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